

**A FORMATIVE EVALUATION OF A VOCATIONAL SKILLS DEVELOPMENT
PROGRAMME**

by

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Degree of

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this proposal from the work, or works of other people has been attributed, cited and referenced.

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Table of Contents

Acknowledgements	2
Table of Contents	3
Executive Summary	7
List of Figures	9
List of Tables	9
Chapter 1: Introduction to the Vocational Youth Development Programme	10
The programme context	10
Programme description	11
Programme objectives	11
Stakeholders	13
Micro-level contextual support	13
Macro-level contextual support	13
Resources	14
Programme activities	14
Target population	15
Chapter 2: The evaluation approach	17
The objective of the evaluation	17
Theory evaluation	17
Depiction of the programme theory	18
Programme theory models	18
Theory evaluation questions	20
Implementation evaluation	20
Implementation evaluation models	21
Implementation evaluation questions	21
Target population	21
Service delivery	22
Outcomes evaluation	24
Outcomes evaluation questions	25
Short term outcomes	25

Medium term outcomes	25
Chapter 3: Method	26
Ethics	26
Theory evaluation	26
Stage 1: Engaging the stakeholders.	27
Stage 2: Developing the first draft.	27
Stage 3: Plausibility check.	29
Q1: Is the programme plausible based on social science behavioural change theory?	29
Q2: Does the programme conform to best practices identified in similar workplace skills development programmes?	30
Stage 4: Final model.	31
Implementation evaluation	31
Target population	31
Q3: Is the programme reaching the appropriate target population?	31
Service delivery	32
Q4: Is the curriculum content aligned to the short term outcomes captured in the Logic Model?	32
Q5: Is the dosage (frequency and duration) of the contact sessions aligned to the planned delivery?.....	32
Q6: Have the participants met the coverage requirements for the programme?.....	32
Outcomes evaluation.....	33
Q7: Have the participants acquired technical knowledge?	33
Q8: Have the participants experienced personal growth?.....	33
Q9: Have the participants acquired practical workplace skills?	33
Q10: Have the participants demonstrated appropriate workplace behaviours?.....	34
Q11: Were 80% of the participants from the 2015/2016 cohort employed within six months of graduation?	34
Chapter 4: Results and discussion.....	35
Theory evaluation	35
Extraction and development of the programme theory.....	35
Impact theory	35

Service utilisation plan.....	36
Organisational plan	37
The Logic Model.....	38
Plausibility of the programme theory.....	40
Q1: Is the programme plausible based on social science behavioural change theory?	41
Belief of the likely consequences of the behaviour	43
Normative expectation from significant others.....	43
Resources and potential barriers to performing the behaviour	44
Q2: Does the programme conform to best practices identified in similar workplace skills development programmes?	45
General Organisational and Programme Information.....	45
Skills development.....	46
Targeting	47
Strategies employed to achieve the outcomes	47
Monitoring and evaluation.....	48
Concept Appropriateness	49
Implementation Evaluation.....	50
Target population	50
Q3: Is the programme reaching the appropriate target population?	50
Service delivery	52
Q4: Is the curriculum content aligned to the short term outcomes captured in the Logic Model?	52
Q5: Is the dosage (frequency and duration) of the contact sessions aligned to the planned delivery?.....	53
Q6: Have the participants met the coverage requirements for the programme?.....	56
Outcomes Evaluation.....	57
Q7: Have the participants acquired technical knowledge?	57
Q8: Have the personal growth of the participants improved?	60
Q9: Have the participants acquired practical workplace skills?	60
Q10: Have the participants demonstrated appropriate workplace behaviours?	60
Medium term outcomes	61

Q11: Were 80% of the participants from the 2015/2016 cohort employed within six months of graduation?.....	61
Chapter 5: Recommendations and limitations	62
Recommendation 1: Programme monitoring.....	63
Recommendation 2: Programme theory design and the TPB questionnaire	67
References.....	72
Available programme-specific source documents	73
Appendix B: Semi-structured interview schedule	76
Appendix C: 2015/2016 Curriculum Schedule	78
Appendix D: Example of monthly peer review (Student)	82
Appendix E: Example of quarterly performance assessment (Student)	83
Appendix F: Example of quarterly performance assessment (Programme Director)	84
Appendix G: Example of a job placement feedback report	85

Executive Summary

Background

This dissertation is submitted in partial fulfilment of the requirements for the award of the Degree of Master of Philosophy (Programme Evaluation) and focuses on a retrospective evaluation of the 2015/2016 cohort of the Vocational Youth Development (VYD) workplace skills programme for disadvantaged youth.

The programme activities include a mix of wine industry vocational training, personal development and practical work placements. Key stakeholders that contribute to a supportive programme environment are the programme staff, wine industry employers and ultimately, the participant families. Current funding partners are the Dame Hilary Cropper Charitable Foundation and individual donors, foundations and corporate funders such as the Nedbank Foundation, Anglo American Chairman's Fund, Remgro, KWV, Cape Wine Auction Trust, Vinpro and Virgin Wines.

Objectives of the evaluation

The purpose of this evaluation was to derive best practice improvement recommendations for the programme implementation. The evaluation included an evaluation of the programme's underlying theory that informed the implementation and also the outcomes that were achieved.

Method

The process to extract and articulate the programme theory in the form of a Logic Model followed a general strategy as outlined by Donaldson (2007); semi-structured interviews with the Programme Director and the Office Manager, an analysis of programme documentation and the programme websites informed the development of the Logic Model. The plausibility of the programme theory was then assessed against social science theory and contemporary best practice literature relating to workplace skills programmes in South Africa.

Due to the retrospective nature of the evaluation, data for the implementation and outcomes evaluations was not collected as part of the evaluation activities; the data was derived from existing programme records as supplied by programme staff.

Key findings and conclusions

The plausibility assessment revealed that the Logic Model developed in this evaluation would reasonably inculcate the desired individual behavioural change when assessed against the Theory of Planned Behaviour (Ajzen, 2011). The programme theory also conforms to best practices identified in contemporary literature related to workplace skills programmes as outlined by Strassburg (2008).

While conducting the implementation and outcomes component of this evaluation, deficiencies in the monitoring records were identified. This compromised the analysis of the data. Evaluative judgements relating to implementation and outcomes were thus largely inconclusive.

Recommendations and limitations

The VYD programme evaluation only managed to address two of the eleven evaluation questions with a reasonable degree of confidence. The limitations imposed by inadequacies in the data and recordkeeping systems impacted negatively of the evaluator's ability to make credible assessments of the programme implementation and outcomes.

Two primary programme improvement recommendations are noted. Firstly, by developing and improving the programme monitoring protocols, the programme could improve its capacity to apply evidence-based decision-making. Secondly, to assess the causal linkages embedded in the VYD programme Logic model, one could administer a Theory of Planned Behaviour questionnaire (Ajzen, 2011); by tracing the three antecedents to behavioural intention as embedded in the questionnaire, the programme theory and delivery could be subjected to improvements based on the questionnaire results.

List of Figures

Figure 1. Illustration of the VYD programme's Theory of Change document.	12
Figure 2. Overview of three interrelated components of a programme theory.....	19
Figure 3. Conceptual framework for programme fidelity.....	23
Figure 4. Overview of the VYD programme impact theory as extracted.....	35
Figure 5. Illustration of the VYD pre-programme participant selection process.....	36
Figure 6. VYD organisational plan.....	38
Figure 7. The VYD Logic Model.	39
Figure 8. Schematic overview of reasoned action theory.....	41
Figure 9. Theory of planned behaviour.....	42
Figure 10. Graph depicting the total monthly stipend deductions.....	61
Figure 11: Example of an attendance register template	66

List of Tables

Table 1: <i>Programme theory information sources</i>	28
Table 2: <i>Logic Model development sources</i>	29
Table 3: <i>Monthly service utilisation plan</i>	37
Table 4: <i>Definitions of the terms in the VYD Logic Model</i>	40
Table 5: <i>Number of days allocated to each VYD programme component</i>	54
Table 6: <i>Discrepancies in Attendance Records</i>	55
Table 7: <i>Results of the programme standards for the VYD module components</i>	56
Table 8: <i>Descriptive statistics for the first technical knowledge modules assessment</i> ..	58
Table 9: <i>Number of participants who qualified for a rewrite</i>	59
Table 10: <i>Implementation evaluation data deficiencies</i>	63
Table 11: <i>Outcomes evaluations data deficiencies</i>	64
Table 12: <i>Example of a typical monitoring framework</i>	66

Chapter 1: Introduction to the Vocational Youth Development Programme

This dissertation is written in the form that complies with the requirements of an academic research report and a client report. The purpose of this chapter is to introduce the Vocational Youth Development (VYD) vocational skills programme. The first section of this chapter outlines the context in which the programme is situated and the second section describes the programme elements pertinent to the evaluation.

The programme context

According to information sourced from the Vocational Youth Development Academy website, the VYD vocational skills programme was introduced in response to a lack of sufficiently skilled entry-level workers within the wine industry in the Western Cape (Centre for Education Insights, 2015). VYD programme researcher, Turner (2011), describes skills development in the wine industry as fragmented and limited to university/college-level courses and short courses for employees already in the industry. The VYD programme therefore aims to provide wine industry-specific vocational training to disadvantaged youths between the ages of 18 and 25 years old. The programme combines technical training with personal development training to improve participants' employment potential within the wine industry (Turner, 2011).

The implementing organisation is based in Stellenbosch and the one year programme, which was first rolled out in June 2013, targets youths from the surrounding rural areas of Paarl, Franschhoek and Wellington (Student Recruitment Pilot, 2013). The programme commences in June every year and runs parallel to the seasonal activities of grape farming and winemaking.

Programme description

The 2015/2016 programme cycle forms the basis of this retrospective evaluation; the participant cohort for this programme cycle graduated in May 2016.

Programme objectives.

The objective of the programme, as articulated in the VYD programme's Theory of Change document, is the development of previously disadvantaged youths through vocational training and personal development. The programme aims to enable beneficiaries to build their careers, sustain their families and contribute to change in their communities. The programme's Theory of Change is illustrated in Figure 1.

The VYD programme Theory of Change document does not map the causal flow linkages from Outputs to the associated Outcomes. During preliminary consultations with programme staff, the missing linkages in the document were deemed to be a shortcoming in the depiction of the programme theory. A decision was taken to extract and develop a programme theory that would be inclusive of the omitted information. The logic underlying the link between the sequence of activities and desired outcomes was extracted during the theory evaluation. The revised programme theory is presented in the form of a Logic Model in the Results chapter.

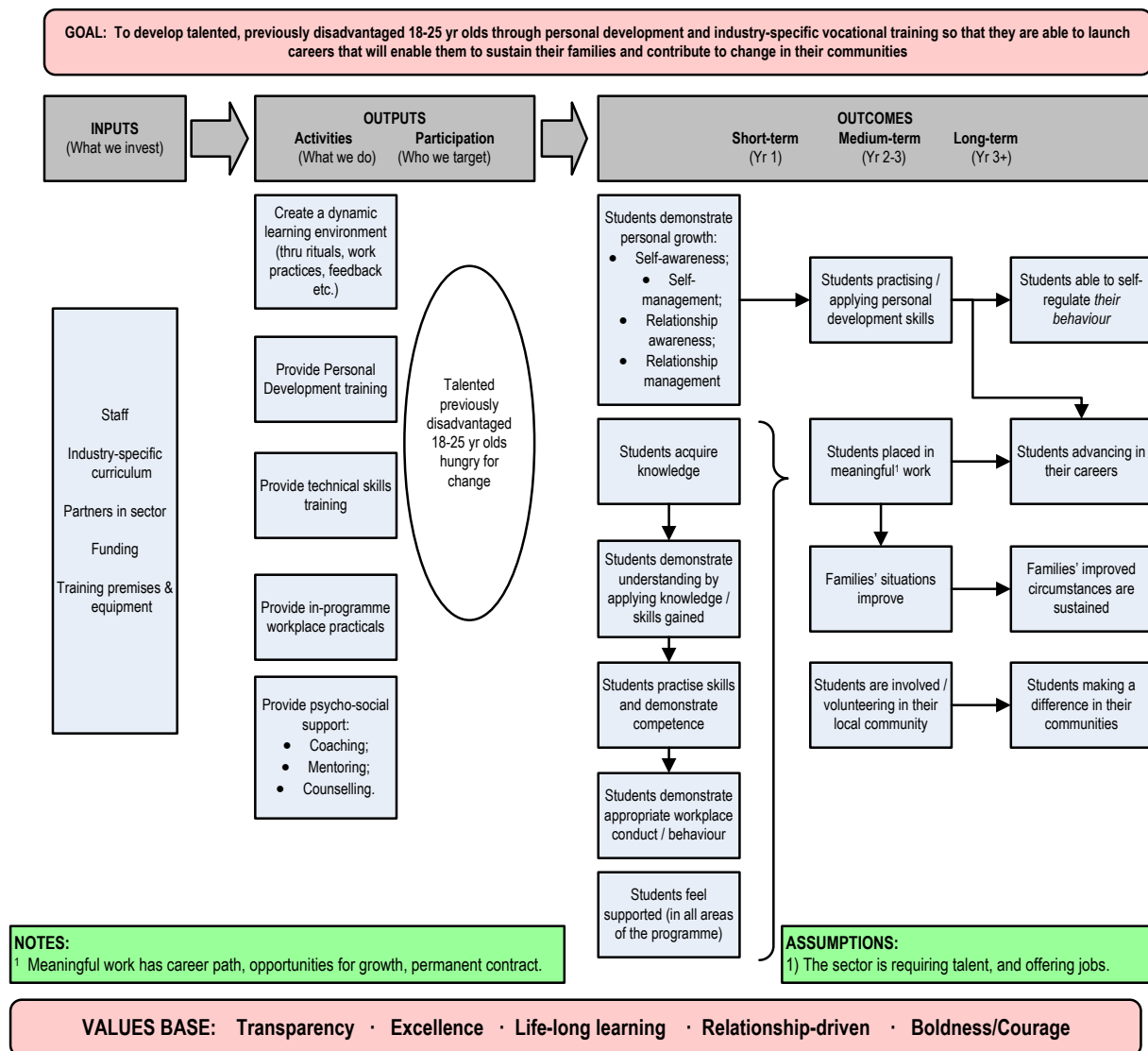


Figure 1. Illustration of the VYD programme's Theory of Change document showing the relationships between inputs, outputs and outcomes. It describes the process flow from left to right and follows the logic as dictated by the arrow indications.

In addition to this consideration of the programme objectives, in order to more closely examine the programme context, it is important to detail the various stakeholders and their influence and contributions to the programme. The following section outlines the key stakeholders that influence and contribute to the VYD programme outcomes.

Stakeholders.

According to Chen (2005), contextual support involves creating a supportive environment for the successful implementation of the programme and is comprised of: (a) micro-level support in the form of social, psychological and material assistance; and (b) macro-level support that relates to the community norms, cultures, and political and economic processes. The VYD stakeholder support systems are described in the following paragraphs.

Micro-level contextual support.

The initial investment and the recurrent operating costs thereafter are donor sourced. Current funders are the Dame Hilary Cropper Charitable Foundation, individual donors and the general public, foundations and corporate funders such as the Nedbank Foundation, Anglo American Chairman's Fund, Remgro, KWV, Cape Wine Auction Trust, Vinpro and Virgin Wines.

These donor funds are used to employ four permanent staff members consisting of a Programme Director, Student Support Manager, Student Supporter and Office Manager, and a part-time Financial Consultant/Fundraiser. Training and coaching/mentoring/counselling is conducted by externally appointed part-time staff.

Macro-level contextual support.

The Board of Directors is responsible for policy and decision-making. This Board consists of eight members with backgrounds in law, finance, accounting, education, marketing and communications, social development, agriculture and the wine industry. Board meetings are conducted quarterly and one of these meetings consists of a strategy day. The Programme Director compiles monthly reports which are submitted to the Chairman of the Board. The Chairman reviews and signs off any policy change proposals.

Industry employers are recognised as practical module work placement partners, potential future employers and donors. Families are invited to participate in some of the ritualised aspects of the programme, such as activities related to a formal family commitment day and the graduation ceremony. Further support is provided by six benefactors whose involvement in the programme includes creating networking and goodwill opportunities by lending their name to the programme, for example, Archbishop Emeritus Desmond Tutu.

Resources

The current resources consist of a workshop facility and the associated learning infrastructure, the administration and teaching staff, as well as donor funding.

Programme activities

This section outlines the participant contact activities that are essential to realising the programme's expected outcomes.

The 12-month VYD programme is designed around the lifecycle of the vine and is thus conducted seasonally from June. The programme curriculum addresses three primary developmental components, reflected as a percentage according to the duration of the participant contact time with each component - namely, 40% wine industry-specific vocational training, 40% personal development and 20% practical work placements (Munro, 2015). Each of these individual components can form the basis of an in-depth evaluation; however, this evaluation focused on the programme as a whole. The three developmental components are described in more detail below.

The wine industry-specific vocational training curriculum spans the entire value-chain of the wine industry and includes modules related to vineyard production and winemaking (wine presentation, hospitality, service and business etiquette) as well as sales and marketing.

The personal development curriculum was developed to address industry employers' requirement for staff with "character" (Turner, 2011, p. 5). An individual with character is described by Arogundade (2011, p. 16) as "customer service oriented, excellence oriented, entrepreneurial, responsive, responsible, [having] a certain level of humility and ability to endure/overcome [difficulties], adaptable, hard working, well mannered, trustworthy, disciplined, passionate, with a hunger for success, willing to learn, [displaying] integrity and leadership.". According to Arongungade (2011), personal development is thus considered a highly sought after attribute and is integrated into all aspects of the programme.

Practical in-programme work placements commence with a week of vine pruning in the month of July to introduce participants to the industry, test their commitment to the programme and build respect for existing industry employees (Munro, 2015). According to the Curriculum Schedule (2015/2016), the subsequent practical work placements happen in a service environment where participants gain knowledge and experience in wine presentation, sales, marketing, hospitality, tourism, and ultimately the wine industry as a whole.

Target population

The participant cohort for the 2015/2016 programme consisted of 30 target beneficiaries based at the Bergzicht Campus in Stellenbosch. The socio-economic contextual issues that have been identified to potentially affect participant development are described in the following paragraphs.

Programme developer, Emma Arogundade (2011), outlines poverty, alcoholism, drug abuse, high rates of teenage pregnancy, high rates of domestic abuse and violence including child abuse and neglect are prevalent within the communities from which the beneficiaries are recruited. Additionally, target beneficiaries often have unstable home environments, often come from single-parent households and lack role models in their immediate community. Some of them have minimal access to basic services such as water, electricity and sanitation. Poor educational facilities are another factor that may

hinder participants' abilities to complete the programme, as they detract from their capacity to learn and study.

Selection into the programme is based on a pre-determined set of criteria. The selection criteria, as articulated in the Student Recruitment – Pilot 2013/2014 document, are as follows:

- 18 to 25 years old
- South African citizen
- Resident in Stellenbosch, Paarl, Franschhoek and surrounding areas
- Unemployed or in casual employment
- Passed Grade 12 (matric)
- Classified as part of a previously disadvantaged group
- Able to demonstrate financial need
- Able to communicate in English
- Shows proficiency in Mathematics/Mathematics literacy
- Demonstrate an active interest in the wine industry/agriculture
- Demonstrate the commitment to bring about change

Candidates then undergo a rigorous screening process, which is described in the Implementation Evaluation section of the Results chapter.

In order to effectively evaluate and report on the programme, it is important to detail the evaluation design and the associated questions. The evaluation approach is outlined in the following chapter.

Chapter 2: The evaluation approach

The purpose of this chapter is to outline: (a) the objective of the evaluation, (b) the programme evaluation literature that informed the conceptualisation and design of this evaluation, and (c) the evaluation questions that were addressed.

The objective of the evaluation

This section discusses the objectives of the VYD evaluation, which are driven by programme evaluation principles and stakeholder requirements.

This evaluation was guided by two general principles: (a) the evaluation must generate evidence-based programme improvement recommendations in line with Wholey, Hatry and Newcomer (2010); and (b) the proposed recommendations must be practical in nature, as advocated by Lewin (1946).

During initial discussions with programme staff, it emerged that a request had been received from industry partners to upscale the programme and include fruit industry modules. The first objective of this evaluation was to consolidate the existing wine industry programme theory and to address the deficiencies identified in the Theory of Change (illustrated in Figure 1). The second objective of this evaluation was to validate the programme implementation and outcomes against the developed Logic Model.

A formative evaluation approach was thus adopted to derive evidence-based and practical recommendations for programme theory, implementation and the expected outcomes. The subsequent paragraphs outline the approach for each of these individual evaluation sections.

Theory evaluation

Davidson (2005) describes programme theory as the means whereby programmes are expected to achieve the expected outcomes. To adequately assess programme theory,

Rossi, Lipsey and Freeman (2004, p. 134) contend that the description of the theory needs to be in an acceptable form to the stakeholders to ensure that the “know-how” is clearly articulated. Chen (1990) supports the idea that programme staff should be able to understand the programme theory as a specification document of how the programme will achieve the expected outcomes. These principles are taken into account when deciding on how best to depict the programme theory. The aim is to do so in a format that is easily understood by programme staff from multiple disciplines.

Depiction of the programme theory

No general consensus exists in the current programme evaluation literature on how best to depict or represent programme theory (Rossi et al., 2004). The programme’s existing Theory of Change document (see Figure 1) maps out the relevant Input-Output-Outcome relationships. This closely aligns to the concept of a Logic Model that McLaughlin and Jordan (2010) promote as a framework for describing the rational linkages among the various components of a programme theory. The evaluator decided to adopt this model as it is a relatively close approximation of the programme’s Theory of Change document.

Programme theory models

In order to populate and develop the Logic Model, two contemporary programme theory models were considered. Firstly, Chen’s (2005) conceptual framework of programme theory which combines an action model (i.e., a systematic plan for implementing the programme) and a change model (i.e., a description of the causal linkages). Secondly, the programme theory model proposed by Rossi et al. (2004) which has three interrelated components: a service utilisation plan, programme organisational plan and impact theory.

The Rossi et al. (2004) model was selected because it aligns closely to the process flow of a Logic Model, and thus can be easily used to populate its relevant components (inputs, activities, outputs and outcomes). Chen’s (2005) model was deemed overly

complex for this exercise. Rossi et al. (2004, p. 156) argue that, by developing the three interrelated components of the model (service utilisation plan, programme organisational plan and impact theory) the programme theory would capture the “critical assumptions and expectations inherent in the programme’s design”. The programme theory model (Rossi et al., 2004) and its interrelated components are presented in Figure 2.

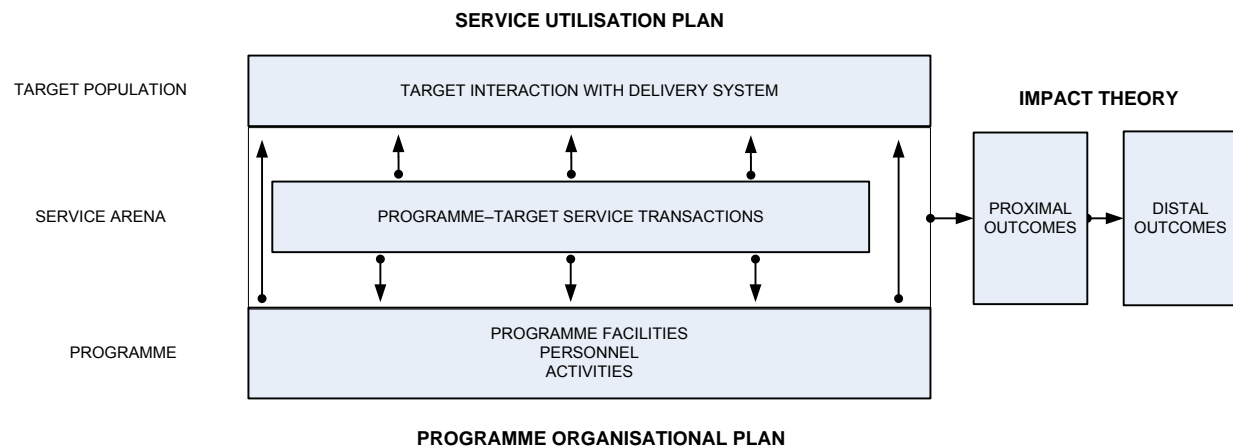


Figure 2. Overview of three interrelated components of a programme theory as outlined by Rossi, et al. (2004) showing the relationships between impact theory, service utilisation plan and the organisational plan. It describes the process flow from left to right and follows the logic as dictated by the arrow indications.

A description of each component of the programme theory model (Rossi et al., 2004) is given below:

- a) The impact theory consists of assumptions of the change processes that influence the expected outcomes. It outlines a cause-and-effect sequence of programme activities.
- b) A service utilisation plan outlines the intended service contact mechanisms that are delivered to the target population during the programme activities and how the relationship is concluded at completion of the services. Rossi et al. (2004) contend that a service utilisation plan can be presented in the form of a flowchart

that traces all of the programme contact activities with a target recipient from initial contact to the conclusion of the programme.

- c) The programme's organisational plan delineates how the programme is arranged and structured to deliver the intended services. It relates to resources, infrastructure, staffing requirements, administration and general organisation of the programme from a management perspective. The organisational plan is preferably outlined in a diagram that illustrates target-programme transactions.

The evaluator proceeded with an assessment of the plausibility of the logic sequence and expected outcomes after the development of the Logic Model. The associated theory evaluation questions are outlined in the following section.

Theory evaluation questions

In line with Rossi et al. (2004, p. 159), the theory plausibility assessment takes the form of an evaluation of "whether [the underlying logic] is congruent with research evidence and practical experience elsewhere". The plausibility of the VYD programme theory was driven by the following theory evaluation questions:

Q1: Is the programme plausible based on social science behavioural change theory?

Q2: Does the programme conform to best practices identified in similar workplace skills development programmes?

Implementation evaluation

Implementation evaluations determine whether or not the programme is delivering the intended services to the target population according to the programme's design and purpose (Rossi et al., 2004). Implementation evaluations are not characterised by a specific procedure, but rather by a variety of concepts, approaches and methods that verify the state of the programme's operations, the accuracy of the implementation

activities and the efficacy of the programme's service delivery (Rossi et al., 2004). The following section outlines the implementation evaluation model that was selected to guide this component of the evaluation and the associated implementation evaluation questions.

Implementation evaluation models

Implementation evaluations typically focus on the Inputs-Activities-Outputs sections of the service utilisation and organisational plans (Rossi et al., 2004). These components of the programme theory were developed as part of the theory evaluation, and are depicted in Figure 2. The data gathered during the development phase were also used to assess the fidelity of the programme's service delivery and support functions – i.e. is the programme's service delivery and support functions congruent with programme design specifications?

When conducting an implementation evaluation, programme criteria and/or standards are required to make an evaluative judgment (Rossi et al., 2004). In the absence of these programme criteria and/or standards, the evaluative judgment may be partially accomplished by “scaffolding of the programme theory” (Rossi et al., 2004, p. 173), which entails reverting back to the stipulations of the programme theory model.

Implementation evaluation questions

The implementation evaluation questions are framed around aspects of the target population and the service delivery functions. The evaluation questions associated with each of these aspects are presented below.

Target population

The VYD programme can only accommodate 30 participants per programme cycle due to resource and infrastructural constraints. Participants are selected based on pre-determined criteria. The following question was addressed as part of this evaluation:

Q3: Is the programme reaching the appropriate target population?

Service delivery

Carroll, Patterson, Wood, Booth, Rick and Balain's (2007) conceptual framework for programme fidelity was used to guide the evaluation of the programme's service delivery functions. This framework is extensively cited in the literature and clarifies the function of three key elements (details of content, dosage, and coverage) and their relationship to one another. The key features of the framework are:

- The programme represents the independent variable.
- The outcomes of the programme represent dependent variables.
- Adherence is a mediating variable between the programme and its outcomes. In this framework, the adherence factors are: (a) details of content or active ingredients that the participants receive; and (b) coverage, which is expansively defined as dose in the literature. Dose is a quantifiable measure of how much of the programme's content has been delivered, how frequently and for how long.
- The degree to which full adherence or high quality implementation is achieved may be moderated by variables like complexity, facilitation strategies, quality of delivery and participant responsiveness.

The conceptual framework (Carroll et al., 2007) and its key elements are presented in Figure 3.

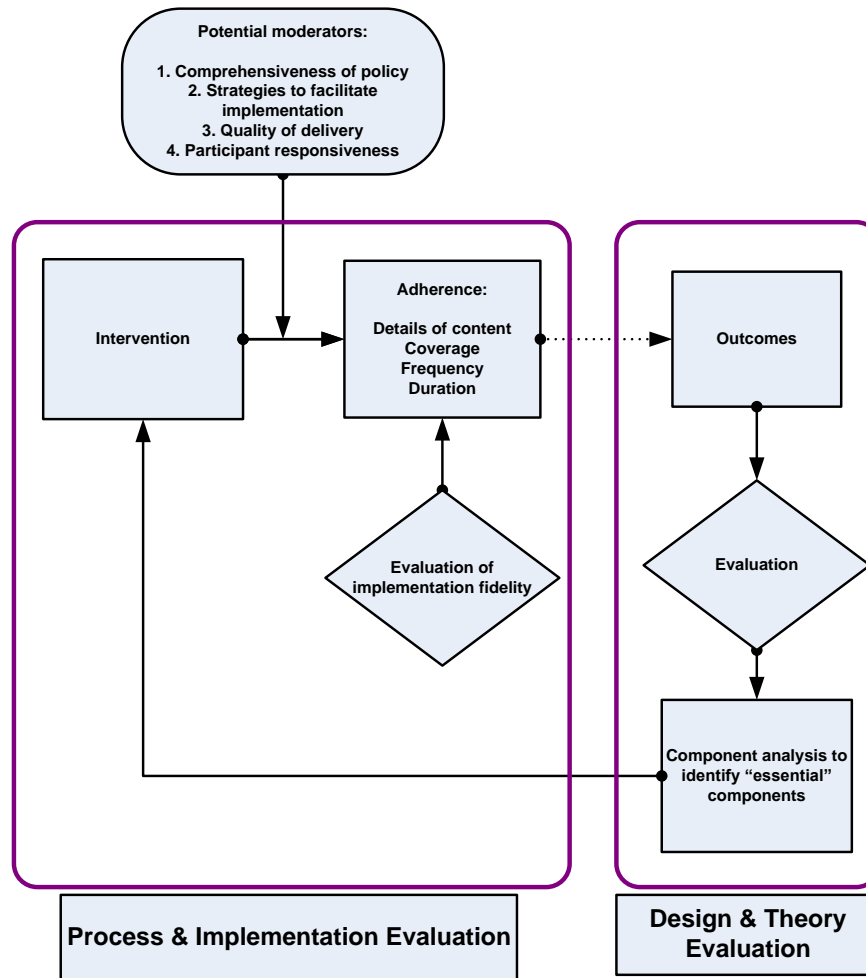


Figure 3. Conceptual framework for programme fidelity as outlined by Carroll et al. (2007) that depicts adherence factors and potential moderators. The broken line indicates that the degree of implementation fidelity can affect the programme outcomes.

According to Carroll et al. (2007) adherence is the keystone measurement of implementation fidelity. When the programme adheres completely to the design parameters of content, frequency, duration, and coverage, then the fidelity can be adjudged to be high and vice versa. As such, moderating variables were not considered during this evaluation. Only data on the adherence factors were gathered to judge the fidelity of the service delivery functions of the VYD programme.

Based on Carroll et al.'s (2007) conceptual framework for programme fidelity, the following evaluation questions were derived:

Q4: Is the curriculum content aligned to the short-term outcomes captured in the Logic Model?

Q5: Is the dosage (frequency and duration) of the contact sessions aligned to the planned delivery?

Q6: Have the participants met the coverage requirements for the programme?

Outcomes evaluation

An outcomes evaluation verifies the effectiveness of a programme to bring about change by beneficially affecting a problem or social condition (Rossi et al., 2004). Kusek and Rist (2004, p. 227) define an outcome as “the likely or achieved short-term and medium-term effects of an intervention’s outputs”. Rossi et al. (2004, p. 232) expand on this definition and conceptualise an outcome as “the state of the target population or the social conditions that a programme is expected to have changed”. Outcomes therefore relate directly to the benefits derived from the programme outputs (products and/or services), not only the receipt thereof. This definition of an outcome does not, however, preclude the possibility that circumstances or characteristics that have changed are solely due to the programme (the programme effect) as these changes may have resulted from external influences (Rossi et al., 2004).

Due to the absence of a control group and baseline data, the impact cannot be directly attributed to the programme effect. Consequently, this evaluation will be restricted to quantifying the extent to which the programme has achieved the outcomes in line with the programme standards. The outcomes evaluation questions are outlined in the following paragraphs.

Outcomes evaluation questions

Short term outcomes

The short term outcomes relate to technical knowledge, personal development, workplace behaviours and practical skills. The questions addressed in this evaluation are as follows:

Q7: Have the participants acquired technical knowledge?

Q8: Have the participants experienced personal growth?

Q9: Have the participants acquired practical workplace skills?

Q10: Have the participants demonstrated appropriate workplace behaviours?

Medium term outcomes

The programme has one medium term outcome: improved employment prospects of participants. The standard stipulated by the programme is 80% participant employment within six months of graduation.

Q11: Were 80% of the participants from the 2015/2016 cohort employed within six months of graduation?

Chapter 2 outlined the evaluation approach related to the evaluation objective, the associated programme evaluation literature and the evaluation questions that were addressed. The following chapter describes the methods used to implement the evaluation and the data that was derived to address each of the evaluation questions.

Chapter 3: Method

This chapter describes the actual methods used to implement the evaluation. It describes in detail how data for each component of the evaluation (programme theory, implementation, and outcomes) was derived to address the relevant evaluation questions. The chapter is divided into three sections: theory evaluation, implementation evaluation, and outcomes evaluation.

Ethics

Before proceeding with the data collection for this evaluation, written permission was granted by the Programme Director to access relevant programme records (see Appendix A). Data collection was conducted in line with the ethical framework of the Commerce Faculty at the University of Cape Town, which deals with anonymity of data sources, sensitivity when requesting information from programme stakeholders, and responsible reporting of evaluation results. To maintain the required anonymity standards, the following writing formats are applied: (a) a pseudonym, i.e. Vocational, has been applied to mask the name of the programme and the organisation, and (b) all records that reflect any student name have been blocked out.

Theory evaluation

The process to extract and articulate the programme theory was adapted from a general strategy outlined by Donaldson (2007). The four stage process was driven by a combination of programme document reviews and structured discussions with programme staff. The data gathered was used to populate the Logic Model and develop the three interrelated components of programme theory (impact theory, service utilisation plan and the organisational plan) described in Chapter 2. Each of the four stages are described in the following sections.

Stage 1: Engaging the stakeholders.

The aim of this phase was to identify key programme documents that could be used for the evaluation and clarify the nature of the programme. During the first phase, three separate structured discussions were held at the programme implementation site. The Programme Director and the Office Manager participated in the first two discussions. The third discussion was attended only by the Programme Director. These one-hour discussions were guided by a set of open-ended questions framed around the programme objectives, infrastructure, participant profile, activities, performance indicators, expected outcomes and monitoring frameworks (see Appendix B). Relevant documents were supplied upon request at the end of each of these discussions and during subsequent stages of data collection.

Stage 2: Developing the first draft.

During the structured discussions, the programme staff described the programme and their expectations of the outcomes and impact in their own words. Thereafter, during stage 2, the evaluator worked independently to merge the staff descriptions with the information captured in programme documents. The aim was to populate the three interrelated programme theory components as outlined in Table 1.

Table 1

Programme theory information sources

Programme theory component	Information sources
Impact theory	<ul style="list-style-type: none"> ▪ Programme objectives – structured discussions with programme staff (<i>n</i>=2), VYD TOC document and VYDA website ▪ Expected outcomes - structured discussions with programme staff (<i>n</i>=2) and VYD TOC document
Service utilisation plan	<ul style="list-style-type: none"> ▪ Selection process – structured discussions with Office Manager and Student recruitment pilot 2013/2014 document ▪ Participant contact activities – 2015/2016 curriculum schedule
Organisational plan	<ul style="list-style-type: none"> ▪ Programme inputs – structured discussions with programme staff (<i>n</i>=2), VYDA website, VYD annual internal report and informal site visit by the evaluator ▪ Activities - structured discussions with programme staff (<i>n</i>=2) VYDA website, VYD annual internal report, Woolworths 2015 funding proposal and 2015/2016 curriculum schedule

The information embedded under each of the three interrelated components was used to develop the Logic Model. For example, relevant information from the impact theory, the organisational plan and the service utilisation plan was used to generate the Input component of the Logic Model (see Table 2).

Table 2

Logic Model development sources

Logic Model component	Information sources
Inputs	<ul style="list-style-type: none"> ▪ Impact theory ▪ Organisational plan ▪ Service utilisation plan
Activities	<ul style="list-style-type: none"> ▪ Organisational plan ▪ Service utilisation plan
Outputs	<ul style="list-style-type: none"> ▪ Service utilisation plan
Short term outcomes	<ul style="list-style-type: none"> ▪ Impact theory
Medium term outcomes	<ul style="list-style-type: none"> ▪ Impact theory
Impact	<ul style="list-style-type: none"> ▪ Impact theory

Stage 3: Plausibility check.

The Logic Model was subjected to a plausibility check guided by the first two evaluation questions. The methods used to conduct the plausibility check are outlined in the subsequent paragraphs.

Q1: Is the programme plausible based on social science behavioural change theory?

To test the plausibility of the VYD Logic Model against social science behavioural change theory, a broad literature search was conducted. The University of Cape Town databases (EBSCOhost, Emerald, and Google Scholar) were used. The following search parameters were applied: *behaviour change + social science theories of behaviour change + behavioural change + attitude + evaluating behaviour change interventions + behavioural intention + persuasion + reasoned action + theory of planned behaviour*. Only peer-reviewed articles were retained. The search process yielded empirical and conceptual articles focusing predominantly on change in health and environmental behaviours. These were deemed unsuitable for the theory

evaluation of the VYD programme, which is situated in the educational domain. The search results that were deemed more appropriate for the evaluation of a programme that deals with individual behaviour change were traced to the work of Ajzen (2011). A decision was taken to focus on the work of Ajzen (2011) to assess the plausibility of the Logic Model.

The method used to check the plausibility of the Logic Model against similar workplace skills development programmes is outlined below. The method followed the same process as the social science behavioural change literature search, but different search criteria were used.

Q2: Does the programme conform to best practices identified in similar workplace skills development programmes?

To test the plausibility of the VYD Logic Model against contemporary best practices, a second broad literature search was conducted, using the following search parameters: *adult education + vocational training + learning theory + technical skills + lifeskills development + personal development*. Included in the search were articles from journals that specialise in educational matters such as the *Adult Education and Development Journal*. Articles that reported on interventions meeting the following criteria were retained: (a) implemented in the South African context (preferably within the same geographical boundaries of the VYD programme), (b) targets disadvantaged communities, and (c) focuses on the employability as a primary outcome.

A set of case studies reported by Strassburg (2008) met all three criteria. These case studies focused on four different programmes implemented at seven locations across the Eastern and Western Cape, more specifically Stellenbosch, Khayelitsha, Port Elizabeth and Cape Town. A checklist of programme characteristics that support the effectiveness of vocational skills development within disadvantaged communities was derived by the author, following an in-depth analysis of each programme. This checklist of best practices formed the basis of the plausibility check of the VYD programme.

Stage 4: Final model.

This phase sought to obtain final agreement from the Programme Director and consolidate the programme theory through two face-to-face discussions. Additional care was also taken not to violate the three attributes that Shapiro (2005) contends are articulated in a good theory of change: (a) sequence of programme activities and causal linkages are supported by evidence and common sense (b) there is sufficient resources available for programme implementation; and (c) measurable indicators and preconditions could be assigned to the programme theory components, so that credible programme progress can be monitored.

The final model was not validated by other programme stakeholders. Meetings were arranged but these did not materialise as expected. The final model was emailed for comments but no responses were received. A decision was therefore taken to continue with the data collection process for the implementation and outcomes components of this evaluation based on the final version of the Logic Model (see Results chapter).

Implementation evaluation

Quantitative data from the programme's internal monitoring system were supplied by the Office Manager and the Programme Director, while relevant qualitative data were extracted during the structured discussions described under stage one of the theory evaluation. The data sources for each evaluation question are described below.

Target population

Q3: Is the programme reaching the appropriate target population?

The participant selection process flow was mapped by the evaluator during the theory evaluation stage and subjected to a review by the Office Manager and Programme Director. The participant selection process flow was embedded in the service utilisation plan (see Figure 5 in the Results chapter). To address evaluation question three (Q3), the profile of each of the participants in the 2015/2016 cohort was checked against the

selection criteria captured in the Student Recruitment - Pilot 2013/2014 programme document.

Service delivery

Q4: Is the curriculum content aligned to the short term outcomes captured in the Logic Model?

The four short term programme outcomes (technical knowledge acquisition, demonstration of workplace conduct, demonstration of personal growth, and practical of workplace skills) were extracted during stage one of the theory evaluation. The content of each programme curriculum modules were reviewed to confirm their alignment to the Logic Model. The following programme records were used as part of this assessment: 2015/2016 VYD Curriculum Schedule (Appendix C) and the 2013/2014 Consolidated Curriculum Schedule.

Q5: Is the dosage (frequency and duration) of the contact sessions aligned to the planned delivery?

To address this evaluation question, the frequency and duration of the programme module sessions that were delivered in the 2015/2016 programme cycle were assessed against the planned curriculum delivery schedule. The following records were used as part of this assessment: any implementation records captured by programme trainers and the 2015/2016 curriculum schedule.

Q6: Have the participants met the coverage requirements for the programme?

To address this question, the participant coverage requirements (specified in the planned curriculum delivery schedule) were validated against attendance records of each participant in the 2015/2016 cohort.

Outcomes evaluation

Relevant quantitative data from the programme's internal monitoring system were supplied by the Office Manager and the Programme Director. The data sources for each evaluation question are described below.

Q7: Have the participants acquired technical knowledge?

The participant's technical knowledge proficiency was assessed using the results of 12 proficiency tests administered during the course of the programme. These tests were developed and administered by the programme trainers. The results for each assessment were captured in an Excel spreadsheet by the programme staff. The evaluator used this data to generate descriptive statistics to gauge the level of technical proficiency of each participant in the 2015/2016 cohort. The Statistical Package for Social Sciences (SPSS) was used for this exercise.

Q8: Have the participants experienced personal growth?

The monthly peer review ratings (see Appendix D) and the quarterly performance assessments (see Appendix E and F) were used to address this question. The monthly peer review ratings are conducted by participants (five participants independently rate another participant along a set of personal growth criteria on a five-point Likert scale), while the quarterly performance assessments are independently conducted by each participant and the Programme Director (the data gathered is qualitative in nature). The evaluator used the paper-and-pencil records of the monthly peer review ratings and quarterly performance assessments to address this evaluation question.

Q9: Have the participants acquired practical workplace skills?

Job placement feedback reports (see Appendix G) completed by programme trainers after each work placement were used to address this question. Only paper-and-pencil records were available for inspection.

Q10: Have the participants demonstrated appropriate workplace behaviours?

Incidences of workplace infringements (absenteeism, latecoming and late submissions of assignments) and documented punitive sanctions were used by the programme as indicators of inappropriate workplace behaviours. These infringements and the associated deductions from the participants' monthly stipend are recorded in the *Student Allowances* Excel spreadsheet. The average number of infringements per participant in the 2015/2016 cohort was calculated using SPSS.

Q11: Were 80% of the participants from the 2015/2016 cohort employed within six months of graduation?

This evaluation question was addressed by comparing the percentage of participants engaged in full-time employment (within six months of graduating from the programme) against the programme standard of 80%. Tracking of participants from the 2015/2016 cohort and clarification of their employment status was done by the programme staff. The evaluator worked with the percentages supplied by the Programme Director.

Chapter 4: Results and discussion

This chapter outlines the results and discussion of each of the evaluation questions. The results and discussion of the theory, implementation, and outcomes components of this evaluation are presented separately for ease of reference.

Theory evaluation

The first section deals with the combined results of the extraction and development process of the programme theory and the second section deals with the results of the plausibility assessment of the Logic Model.

Extraction and development of the programme theory.

The impact theory, service utilisation plan, organisational plan, and the Logic Model derived by the evaluator are depicted under the relevant sections below.

Impact theory

These causal linkages embedded in the impact theory are illustrated in Figure 4.

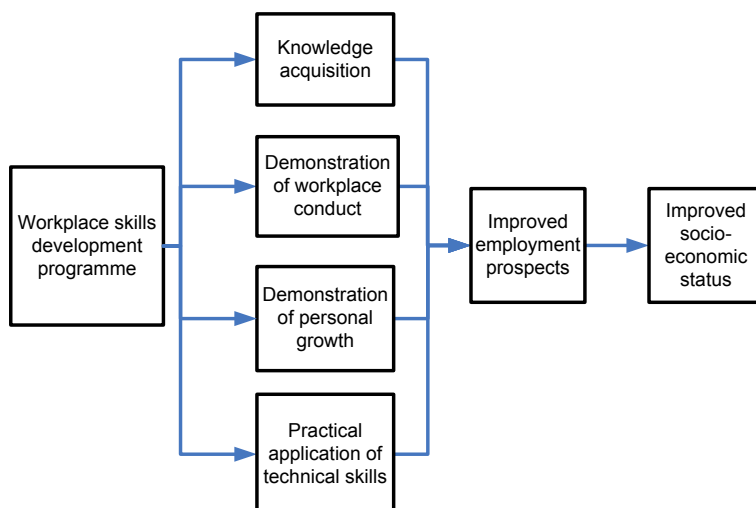


Figure 4. Overview of the VYD programme impact theory as extracted from the programme documents and articulated during discussions with programme staff. It follows the logic as dictated by the arrow indications.

Service utilisation plan

The service utilisation plan cannot fully be captured in a single flowchart due to its complexity (the frequency and nature of the contact sessions add to this complexity). The programme's selection process is however mapped out in Figure 5 as the programme staff attributed this component as critical to programme's success. The selection process includes multiple participant-programme contact activities. The logical sequences of the selection activities were mapped in such a way that there are no closed loops.

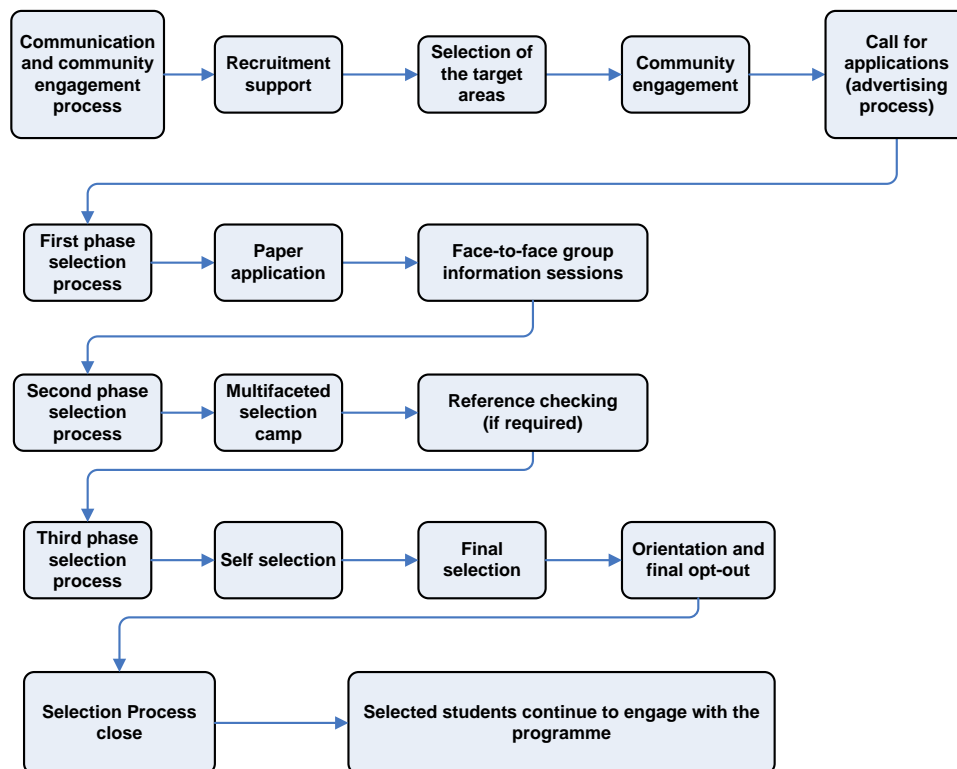


Figure 5. Illustration of the VYD pre-programme participant selection process as extracted during discussions with programme staff. It outlines the process flow from left to right and top to bottom whilst following the logic as dictated by the arrow indications.

The sequential listing of the programme contact activities post selection is exhaustive as it encompasses an annual programme that commences in June and ends in May the following year. A simple flowchart diagram would not do justice to the complexity of this

information. As an alternative, the number of contact sessions per month for the development, technical, and practical components of the programme is presented in Table 3. The full curriculum schedule is presented in Appendix C.

Table 3

Monthly service utilisation plan for development, technical, and practical components of the VYD programme

Month	Personal development component	Technical component			Practical component	Total Number of session
	Personal development modules	Sales, Marketing, Tourism	Vineyard production	Winemaking	Work placement	
June	14	5	1			20
July	8	1	10		5	24
August	14	2	5			21
September	12	6		5		23
October	6	6	3	8		23
November	1	3	1		21	26
December	5				7	12
January	2		3	11		16
February	7	2		1	10	20
March	7			5	10	22
April	7	6		4	2	19
May	11	5				16
Total number of sessions	94	36	23	34	55	242

Organisational plan

The organisational plan was developed by the evaluator is presented in Figure 6. This plan depicts the major target-programme transactions for the VYD programme.

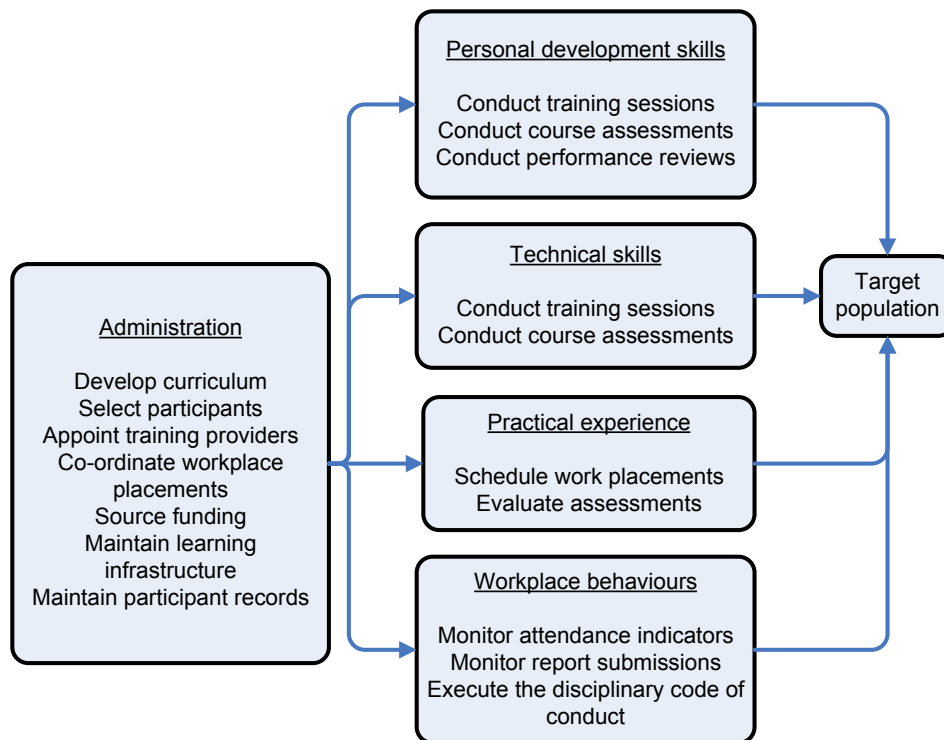


Figure 6. VYD organisational plan depicting the major organisational components of the programme. It illustrates the process flow from left to right and follows the logic as dictated by the arrow indications.

The Logic Model

The Logic Model outlines the sequence of steps from the programme inputs to the participant outcomes. The final version of the Logic Model developed by the evaluator is depicted in Figure 7.

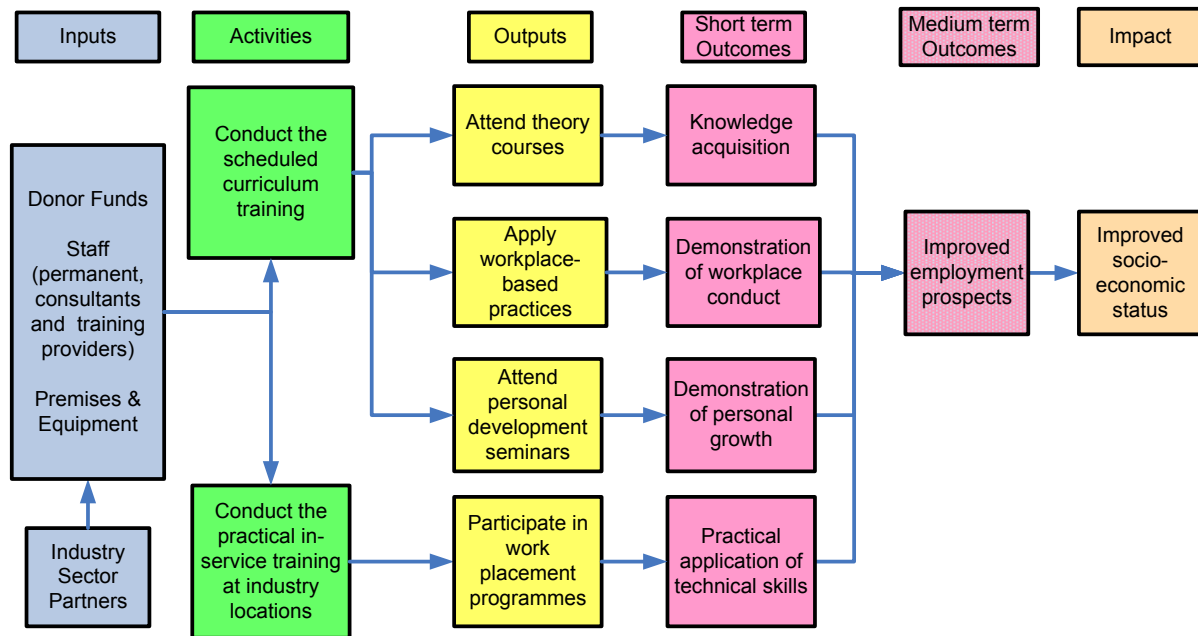


Figure 7. The VYD Logic Model depicting the programme's Input-Output-Outcome relationships. It illustrates the process flow from left to right and follows the logic as dictated by the arrow indications.

There is no universal definition of the terms used in the Logic Model (*inputs*, *activities*, *outputs* and *outcomes*) in programme theory evaluation literature (Funnel & Rogers, 2011). In the context of this evaluation, the definitions presented in Table 4 apply.

Table 4

Definitions of the terms in the VYD Logic Model

Term	Definition	Source
Inputs	The financial, human, material, technological and information resources used for the development intervention.	Bamberger, Rugh & Mabry (2006)
Activities	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilised to produce specific outputs.	Kusek & Rist (2004)
Outputs	The products, capital goods and services that result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.	Kusek & Rist (2004)
Outcomes	the state of the target population or the social conditions that a programme is expected to have changed	Rossi, Lipsey & Freeman (2004)
Impact	Positive and negative, primary and secondary, long-term effects produced by a development intervention, directly or indirectly, intended or unintended	Kusek & Rist (2004)

Plausibility of the programme theory

As articulated in the Methods chapter, the theory evaluation would consist of a plausibility assessment of the extracted Logic Model (see Figure 7) against appropriate social science and best practice literature. This section presents the key results derived from the literature search process and the plausibility assessment. The evaluator relied extensively on the work of Ajzen (2011) and Strassburg (2008).

Q1: Is the programme plausible based on social science behavioural change theory?

Ajzen (2011) contends that modification of individual behaviour forms the basis of countless efforts to improve the human condition. The objective of the VYD programme is to effect change at the individual level; the models that focus on change at this particular level. According to Ajzen (2011), evaluators can draw on the theory of planned behaviour (TPB) to evaluate programmes of this nature.

Ajzen's (2011) theory of planned behaviour is an extension of Allport's (1935) work on attitude and persuasion, Anderson's (1971) information integration theory, and Fishbein and Ajzen' (1975) theory of reasoned action. The theory of reasoned action argues that individual behaviour is predicted by attitude and subjective norms through the interceding effect of the behavioural intention as illustrated in Figure 8.

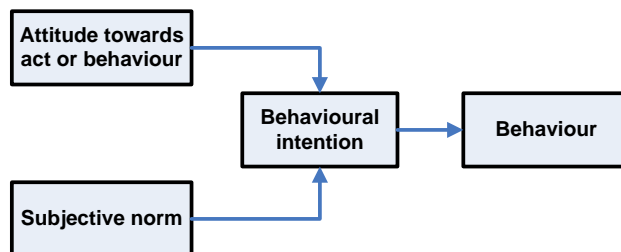


Figure 8. Schematic overview of reasoned action theory (Fishbein & Ajzen, 1975).

The theory of reasoned action applied largely to voluntary behaviour. This type of behaviour was considered to be a shortcoming, as behaviour is not always fully voluntary and/or under an individual's control (Fishbein & Ajzen, 1975). The theory was therefore adapted to include *perceived behavioural control* (Ajzen and Fishbein, 1980). The revised theory is illustrated in Figure 9.

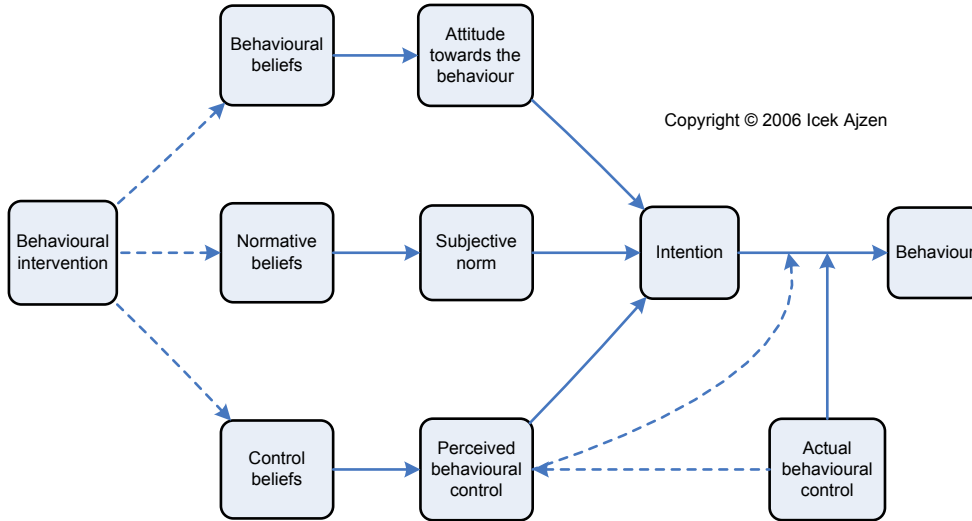


Figure 9. Theory of planned behaviour (Ajzen, 2011).

Ajzen (1991) argues that the intention to perform a specific behaviour is a determinant of the planned behaviour; the strength of the intention dictates the individual's effort and willingness to perform the behaviour. By advocating the use of the theory of planned behaviour for the evaluation of behaviour change, Ajzen (2011) contends that behaviour reasonably follows from three antecedents: (a) the belief of the likely consequences of the behaviour; (b) normative expectations from significant others to perform the behaviour; and (c) the resources and potential barriers to performing the behaviour. By extension, Ajzen (2011) argues that by targeting the individual's beliefs associated with these antecedents to intention, a programme can successfully modify an individual's behaviour.

The components of the Logic Model depicted in Figure 7 were thus assessed to determine if each of the three antecedents to intention are incorporated into the programme theory. This would serve as a broad indicator of the plausibility of the programme theory to achieve the intended outcomes.

Belief of the likely consequences of the behaviour

The programme's rigorous selection process is based on a set of criteria that directly assesses the belief system of the prospective participants. The selection process thereby serves as a screening mechanism to select participants who are convinced that a change in their behaviour would translate into enhanced employment prospects (distal programme outcome). Prospective participants have to demonstrate: (a) an active interest in the wine industry, and (b) the commitment to engage in the change behaviours inculcated by the programme. The selection process spans over one week and prospective participants who are not convinced that the programme can serve as a vehicle of change have multiple opportunities to drop out of the programme. Additionally, the programme is also designed to continuously reinforce the expected workplace behaviours and reduce substandard performance. A number of mechanisms are used. These include: running the programme like a workplace entity with rules and regulations, expecting participants to comply with performance standards in tests, confidence building through a number of targeted personal development sessions.

Normative expectation from significant others

In the context of the PYP programme, participants' significant others include their families, their peers, and programme staff. Provision is made during the programme to change the participants' prevailing subjective norms by linking the programme outcomes to their family's overriding expectation that they successfully complete the programme. The family is involved at two key stages: one month into the programme during a Family Day, and at the end of the programme cycle during graduation. Additionally, participants inevitably experience positive reinforcing pressure from their peers during the monthly interactive peer review sessions that form part of the programme's assessment activities. A quarterly performance assessment session with the Programme Director further aligns the participants' subjective norms to the expected programme outcomes.

Resources and potential barriers to performing the behaviour

The key barriers that might compromise the ability of the programme to inculcate the desired behavioural change or prevent the participants from engaging with the programme are implementation and participation costs. The programme secures donor funds in line with their annual operating budgetary requirements (the Programme Director acknowledged that the programme is well-resourced), and has a stable physical infrastructure at the Bergzicht campus since the inception of the programme. The programme has a long-standing staff complement of four permanent staff. Additionally, all potential participation barriers related to travelling expenses and educational materials are borne by the programme and each participant is granted a monthly stipend of R1600 for the full programme duration. Perceptions of control over possible barriers to behavioural change are enhanced by explicitly communicating to participants their obligations, the programme's expectations, the type of support offered (e.g. financial and psychosocial), programme's geographical location, and the programme content during the initial selection process.

The foregoing discussion therefore implies that the VYD programme theory design would reasonably inculcate the desired behavioural change as sufficient enabling mechanisms, more specifically the three antecedents to behavioural intent, are included into the programme design. One can therefore reasonably conclude that the programme theory is in line with key social science behavioural change literature.

It must be noted that the evaluation undertook to assess the incorporation of the three antecedents to behavioural intention in the Logic model as a broad theory plausibility indicator. However, the TPB (Ajzen, 2011) can also be used as a conceptual framework to evaluate the effectiveness of a programme's behaviour determinants. For example, the determinants to the expected outcomes to workplace behaviour change as practiced by the VYD programme can be subjected to an impact evaluation based on the TPB Questionnaire (Ajzen, 2011). This aspect of the VYD programme theory is discussed in Chapter 5.

Q2: Does the programme conform to best practices identified in similar workplace skills development programmes?

As discussed in the Methods chapter, the VYD programme Logic Model was benchmarked against a set of best practices captured in a checklist developed by Strassburg (2008). The six general programme features that contributed to the effectiveness of four workplace skills development programmes implemented in the Eastern and Western Cape are described below. The results of the benchmark process are also presented and discussed.

General Organisational and Programme Information

According to Strassburg (2008), workplace skills programmes targeted at disadvantaged population groups are potentially more effective if the programme design complies with the following two requirements:

- a) Accessibility to the programme should not be prohibitive for the target participants. This has implications on the chosen location for the programme's implementation site and the associated travel arrangements made for programme participants. The VYD programme targets participants who are located in close geographical proximity to the programme location in Stellenbosch (this is an explicit selection criterion). Additionally, the programme provides a monthly stipend of R1600 that may be used to subsidise travelling expenses of participants.
- b) The programme's objectives must be explicitly stated in the following terms: improved employability outcomes through skills development. By articulating the programme's objective in this manner, secondary impacts such as poverty reduction can be realised through the participants' ability to generate an income. The VYD programme objective is articulated verbatim as follows in the theory of change document:

To develop previously disadvantaged 18 to 25 year olds through personal development and industry-specific vocational training so that they are able to launch careers that will enable them to sustain their families and contribute to change in their communities.

This objective was further refined as part of the development of the Logic Model and captured as *improved employment prospects* (medium term outcome) and *improved socio-economic status* (long term outcome).

Skills development

According to Strassburg (2008), the skills development component of workplace programmes is more likely to be effective if the programme design complies with the following three requirements

- a) Active participation should be an integral part of the educational methods used by programme trainers. Effective participatory techniques include demonstrations of learned curriculum components and on-the-job practical training. The VYD programme combines theoretical instruction with practical work placements. The programme has a number of classroom-based participative interactions in the form of presentations and structured discussions around the content presented in each module. Additionally, a workplace-centred regulatory environment is simulated by enforcing compulsory attendance, strict timekeeping, submission deadlines, and disciplinary rules and regulations. This ensures active engagement with programme activities while maintaining behavioural standards expected in a workplace environment.
- b) Programme modules must be accredited by the South African National Qualification Framework (NQF). Providing participants with a nationally recognised qualification could motivate them to engage in the intended behaviour. It should be noted that the VYD programme as a whole is not accredited but some modules within the programme are. The Logic Model developed for the VYD programme (see Figure 7) does not capture this level of

detail. Forty out of the one hundred modules are delivered as accredited by the South African National Qualification Framework (NQF). The levels range from NQF level 2 (Viticulture module) to NQF levels 4 and 5 (selected personal development modules). An NQF Level 5 is equivalent to a post-matric qualification.

- c) Programme participation costs should be affordable. The VYD programme participation costs are borne by the VYD Academy. The financial burden placed on participants is relatively low as discussed as part of the results for evaluation question 1.

Targeting

Target population need to be accurately defined in terms of a pre-determined set of selection criteria. The programme should be pitched at the right level (i.e., in line with the participants' expectations and prior knowledge). The VYD programme's selection process is mapped out in the service utilisation plan developed by the evaluator (see Figure 5).

The participant selection process (see Figure 5) is quite rigorous in the application of the pre-determined selection criteria and the best practice requirements proposed by Strassburg (2008).

Strategies employed to achieve the outcomes

According to Strassburg (2008):

- a) A workplace skills development programme is more likely to be effective if a variety of topics are addressed and different strategies to improve employment prospects are used. The topics that contribute to improved employment prospects include life skills, English literacy, health and safety within the workplace, individual empowerment (due to its positive effects on the employment search process), income-generation and employability. The VYD

programme curriculum focuses on technical knowledge, personal development, practical skills, and workplace behaviours. The topics that are covered in the different modules include assertiveness, conflict management, business etiquette, communication, computer skills, winemaking, pruning, critical thinking, market research, forklift training, hospitality, health and safety, and sexual health. These topics fall within the ambit of income-generation and employability topics prescribed by Strassburg (2008) as key to the success of a workplace skills programme.

- b) Job placement rates could be increased by supporting participants in finding employment. Strategies include implementing special initiatives to assist participants with the search process (e.g., setting up a business resource centre or placement bureau); offering practical-on-the job training participants; accepting participants who are in full-time employment prior to the start of the programme. The programme also needs to be guided by labour market demands. Employers' needs must be aligned to participants' post-programme skills. The VYD programme seeks to improve employability by including job search, interviewing and presentation skills in its curriculum. The programme curriculum also aligns with the requirements of the wine industry thus taking into account the skill demands within this particular industry.

Monitoring and evaluation

According to Strassburg (2008), a programme needs to have a good monitoring and evaluation (M&E) system in order to detect possible implementation problems, track progress, and reflect on how the programme is performing in terms of impact and sustainability. M&E data can also be used in the planning of new programmes, and to generate funding. Strassburg (2008) recommends that the implementing organisation should monitor the programme's budget closely and publish audited accounts in annual reports.

The VYD programme collects monitoring data on participants' selection, performance (in the form of technical assessments, quarterly performance reports, monthly peer

review reports and workplace feedback reports), attendance, allowances, expenditure and income. The following reports are compiled:

- Monthly programme reports addressed to the Board of Directors.
- Financial reports are compiled by a part-time Financial Consultant in line with Generally Accepted Accounting Principles (GAAP). These financial reports are integrated into the Programme Director's monthly reports to the Chairman of the Board.
- An impact report for the Cape Auction Wine Trust is compiled every 6 months.. The November 2015 report includes the programme background and its objectives, the Theory Of Change Model, the number of current participants and the graduands to date, the associated costs per participant and latest programme innovations.

Concept Appropriateness

The appropriateness of the programme's concept is determined by two primary programme attributes: (a) meeting individual and community needs; and (b) meeting economic/labour market demands.

According to Strassburg (2008), participants' level of English proficiency and literacy should be high in order for workplace programmes to fully address their individual need of improved employability. The VYD programme selects participants who are able to communicate in English and who demonstrate proficiency in Mathematics literacy (see selection criteria presented under the section *Targeting*). The programme curriculum is delivered in English and all assessments are conducted in English. Additionally, mentoring sessions are conducted in English. This continuous exposure to the English language improves the marketability of participants.

According to Strassburg (2008), the likelihood that programme participants will be employed after a workplace skills development programme is dependent on industry demands. The VYD programme theoretical and technical curriculum (as illustrated in

the Logic Model) was designed taking into account wine industry considerations. In other words, learning requirements stipulated by the wine industry (e.g., knowledge of wine chemistry) are incorporated in the different programme modules.

Based on the above discussion, one can reasonably conclude that the VYD programme Logic Model (See Figure 7) takes into account the best practice features identified by Strassburg (2008) as contributing to the effectiveness of similar workplace skills development programmes.

Implementation Evaluation

This section focuses on the results and discussion related to the implementation evaluation questions. Given the retrospective nature of this evaluation, the evaluator relied extensively on secondary data to assess programme implementation fidelity. Data deficiencies were uncovered while attempting to address the relevant evaluation questions. These primary deficiencies include inconsistency in the data recording format and missing records. In addition, monitoring data was not easily accessible / retrievable (for example, records were poorly maintained and not captured electronically in most cases). This compromised the analysis of the data that was supplied for the evaluation. The data deficiencies that were experienced at each stage of the implementation evaluation are described below. Recommendations on how to address those deficiencies are presented in Chapter 5.

Target population

Q3: Is the programme reaching the appropriate target population?

The selection criteria were extracted from the Student recruitment – Pilot 2013/2014 document and are presented below for ease of reference.

- 18 to 25 years old
- South African citizen
- Resident in Stellenbosch, Paarl, Franschhoek and surrounding areas

- Unemployed or in casual employment
- Passed Grade 12 (matric)
- Classified as part of a previously disadvantaged group
- Able to demonstrate financial need
- Able to communicate in English
- Shows proficiency in Mathematics/Mathematics literacy
- Demonstrate an active interest in the wine industry/agriculture
- Demonstrate the commitment to bring about change

No further amendments to these selection criteria were noted in the programme documents supplied for the evaluation. Consequently, the 2013/2014 criteria were used to address the evaluation question.

The mean age of the 2015/2016 cohort is 21.01 years ($n = 30$, $SD = 1.71$), with participants' ages ranging from 18.37 years to 24.21 years at the start of the programme. The programme therefore complied with the *18-25 years old* age criterion during the selection process.

To assess whether or not all participants in the 2015/2016 cohort were South African citizens, the 11th number of each participant's identity number was verified. The 11th number is the citizenship identifier; zero (0) indicates that the individual concerned is a South African citizen whilst one (1) indicates that the individual is a foreigner. All participants in the 2015/2016 cohort had a 0 as the 11th number, thus confirming that the programme complied with the second selection criteria.

Compliance with the other nine selection criteria could not be assessed as the relevant records were not easily retrievable. These records were not captured and stored in a systematic manner, thus compromising the evaluator's ability to assess whether or not the programme is reaching the appropriate target population.

Service delivery

Q4: Is the curriculum content aligned to the short term outcomes captured in the Logic Model?

The four short term programme outcomes captured in the Logic Model are: (a) technical knowledge acquisition, (b) demonstration of workplace conduct, (c) demonstration of personal growth, and (d) practical application of workplace skills. This evaluation question was addressed by reviewing the 2015/2016 VYD Curriculum Schedule (Appendix C) and the 2013/2014 Consolidated Curriculum Schedule. The programme staff confirmed that no adjustments were made to the 2013/2014 Consolidated Curriculum Schedule (i.e., the same schedule was used for the 2015/2016 programme).

The alignment to each programme short term outcome is discussed separately in the following sections.

The curriculum content focusing on the development of technical knowledge is aligned to the technical requirements of the wine industry. The following modules are presented: vineyard production, winemaking, sales, marketing and tourism.

There is no module in the curriculum that focuses exclusively on the development of workplace conduct. This outcome is inculcated as part of the programme's daily participant behaviour change process, from the first day of orientation throughout the programme cycle. The programme environment is structured to operate like a workplace entity. Workplace standards and norms are continuously applied. These includes: requiring participants to sign and acknowledge contractual obligations, and abide by time and attendance requirements, and enforcing submission deadlines. Participants' behaviours are regulated via a workplace-based code of conduct and violations are addressed through strict disciplinary procedures.

The programme facilitates participants' personal growth through a diverse set of personal development modules that encourage participants to think in terms of a future career as opposed to a future job. Focused sessions on assertiveness, conflict

management and boundaries, coaching, communication skills, computer skills, critical thinking, problem solving techniques, diversity, goalsetting, health and safety, learning styles, presentation skills, research methods, responsible drinking, and teamwork. The programme also facilitates participants' personal growth by equipping them with the skills to conduct job searches independently, develop a CV, and perform well in a job interview. Site visits are also undertaken to familiarise participants with the wine industry activities and the potential career opportunities available to them.

The practical application of workplace skills occur during scheduled work placements and real life exposure to wine tasting and hospitality as part of selected modules. Work placements are scheduled at different points during the life cycle of the vine (e.g., vineyard production and harvest). The curriculum specifies a work placement from November to December 2015; however the nature of this work placement is not specified.

One could conclude that the modules and practical elements embedded in the programme curriculum is reasonably aligned to the achievement of the short term outcomes. How these modules and practical elements are delivered could however not be assessed due to the state of the implementation monitoring data. Deficiencies in this data are discussed under the following evaluation questions.

Q5: Is the dosage (frequency and duration) of the contact sessions aligned to the planned delivery?

The seasonality of the wine production cycle governs the programme timeframes as operational activities cannot be out of synch with the cyclical nature of the vineyard activities. This imposes a scheduling discipline on the frequency and duration of participant contact sessions that cannot be violated without compromising the outcomes. The pre-programme planning is therefore recognised as a critical factor in the success of the programme, hence the focus on the planned curriculum sequencing and the diligent execution of that plan. The actual implementation of the different contact sessions is not monitored by the programme, and as such the evaluator could

not make a judgement about whether or not the programme dosage aligns to the planned arrangements presented in Table 5.

Table 5

Number of days allocated to each VYD programme component

Month	Personal development skills	Technical knowledge	Work placement	Total Days
June	13	7	-	20
July	6	11	6	23
August	9	12	-	21
September	2	19	-	21
October	11	14	-	25
November	1	4	22	27
December	5	-	6	11
January	7	10	-	17
February	5	5	15	25
March	7	4	11	22
April	6	9	-	15
May	12	3	-	15
Total	84	98	60	242

The programme staff proposed that the evaluator used attendance records as a proxy to make a judgement about delivery fidelity. These attendance records were however poorly maintained. There is an unaccounted variance of 96 days between the planned dosage (242 days) and the attendance records (146 days). The month-by-month discrepancies in the attendance records are presented in Table 6.

Table 6

Discrepancies in Attendance Records

Month	Planned curriculum days	Attendance days captured	Variance	Evaluator's comment on possible reasons for discrepancy
June	20	18	-2	5 days work placement not captured
July	23	16	-7	
August	21	19	-2	
September	21	21	0	
October	25	21	-4	Vineyard production + vineyard work placement not captured
November	27	5	-22	
December	11	0	-11	FLT and tractor training + camp not captured
January	17	10	-7	5 days winemaking practical not captured
February	25	5	-20	Cellar placements + sales/mktg + personal development not captured
March	22	8	-14	Winemaking + work placement not captured
April	15	16	1	Final practice + learning integration not captured
May	15	7	-8	
Totals	242	146	-96	

A number of possible factors could account for the discrepancies captured in Table 6: attendance records not captured systematically, the actual delivery was not aligned to the curriculum plan, or a combination of these two propositions. The absence of verifiable implementation records and the discrepancies in attendance records compromised the evaluator's ability to address the evaluation question with confidence.

The evaluator was however able to check the alignment of the planned arrangements (see Table 7) against the programme standard specified for each key programme component. The number of planned days is reflected as a percentage in Table 7.

Table 7

Results of the programme standards for the VYD module components

Key programme component	Programme standard (%)	Evaluation (%)
Personal development	40%	34,7%
Vocational knowledge	40%	40,5%
Practical experience	20%	24,8%

Table 7 indicates that the curriculum was amended from the programme standard by increasing the practical experience component at the expense of the personal development component. The reasons for this deviation from the programme standard have not been documented. The impact of this discrepancy is unknown at this stage and cannot be assessed within the scope of this evaluation. A controlled experiment would be required for this purpose.

Q6: Have the participants met the coverage requirements for the programme?

Participation in all 242 planned programme days is compulsory. As discussed in the previous section, participants' attendance was not systematically captured. Additionally, the attendance records supplied to the evaluator did not specify which days a particular participant was absent – only the aggregated number of sessions attended by each participant within any given week was reflected. This data therefore only allows for an assessment of overall participation level as opposed to participation level in each specific programme component. The accuracy of participant attendance records is a key indicator for determining whether or not coverage requirements have been met. The capturing of this data need to be standardised and formalised.

Outcomes Evaluation

This section presents the results and discussion of the outcomes evaluation questions. It should be noted that the evaluator relied on secondary data to address these questions. As discussed in the methods chapter, the outcome measures were designed and administered by the programme trainers. The nature and content of these outcomes measures is not known to the evaluator. Only participants' aggregate score on each of the 12 proficiency tests was supplied to the evaluator.

Q7: Have the participants acquired technical knowledge?

Table 8 presents the results of the 2015/2016 participant cohort ($n = 30$) for nine of the 12 technical knowledge modules. The records for the pruning placement, harvest placement and private hotel school modules were problematic for various reasons. For the pruning and harvest placement modules, the evaluator was unclear on the nature of the score captured in the spreadsheet (percentage vs. raw score). The private hotel school module records indicate a Pass grade for 15 of the participants, and empty cells for the other 15 participants. It is not clear whether the empty cells represent a 'Fail' or missing data.

Table 8

Descriptive statistics for the first technical knowledge modules assessment (n=30)

Module	<i>M</i>	<i>SD</i>	Range	
			Minimum	Maximum
Wine training	84.34%	9.07	57%	97%
Marketing	77.67%	7.85	70%	95%
Winemaking	75.17%	7.09	59%	88%
Winemaking, marketing and trade	75.9%	5.41	66%	86%
Prefermentation	81.33%	6.93	70%	95%
Vineyard production	77.97%	8.87	54%	94%
Irrigation and pruning	80%	9.25	58%	98%
Pest and disease	72.97%	11.99	30%	90%
WSET Level 1	78.43%	11.69	46%	100%

As uncovered in one of the structured discussions with the programme staff, participants who do not achieve the stipulated performance standard (80%) in their first assessment are given the opportunity to rewrite the assessment at least twice. It is clear from Table 8 that a number of participants potentially qualify for a rewrite. A closer inspection of the dataset allowed the evaluator to confirm this number for each module (see Table 9).

Table 9

Number of participants who qualified for a rewrite versus the number who actually rewrote the relevant assessment

Module	# who should rewrite	# who did rewrite
Wine training	8	3
Marketing	18	10
Winemaking	23	8
Winemaking, marketing and trade	21	0
Prefermentation	11	0
Vineyard production	14	6
Irrigation and pruning	14	1
Pest and disease	19	7
WSET Level 1	16	0

A number of issues have to be highlighted here: (a) there were no records of rewrites for three modules (prefermentation, WSET Level 1, and winemaking, marketing and trade) even though eleven, sixteen, and twelve participants respectively did not achieve the 80% pass mark requirement for these modules, (b) the 80% standard was not consistently applied (for example, 8 participants achieved between 75% and 79% for the vineyard production module but no rewrites are recorded). The stipulated pass mark for the rewrites is thus not clear. Due to the deficiencies in the implementation records and the inconsistent application programme standards, the evaluator cannot make a sound judgement about whether or not all participants have acquired the desired level of technical knowledge.

Q8: Have the personal growth of the participants improved?

The monthly peer review ratings (Appendix D), quarterly student performance assessments (Appendix E) and quarterly performance assessments that are conducted by the Programme Director (Appendix F) were not systematically maintained by the programme nor captured in a form that allowed for meaningful analysis. Deficiencies in the programme's data management and storage system compromised the evaluator's ability to address this evaluation question.

Q9: Have the participants acquired practical workplace skills?

This evaluation question could not be addressed due to the same deficiencies discussed under Q8.

Q10: Have the participants demonstrated appropriate workplace behaviours?

Deviance from appropriate workplace behaviours is defined by Robinson and Bennett (1995, p. 556) as “voluntary behaviour that violates significant organizational norms and in so doing threatens the well-being of an organization, its members, or both.”. The VYD programme recognises the indicators of participant absenteeism, latecoming and late submissions of assignments as evidence of workplace infringements. Due to the aforementioned deficient nature and type of the records made available for the evaluation, documented punitive sanctions (deductions from the monthly stipend) were used as proxy indicators for the workplace infringements.

The mean number of deductions was 5.3 ($n = 30$, $SD = 2.56$) for the 2015/1016 participant cohort. Participants had between 2 to 13 deductions over the programme duration. Two participants were subjected to a formal disciplinary enquiry related to an absenteeism incident in addition to stipend deductions. Inspection of the data reveals that the workplace infringements and associated penalties are scattered between infringement type, frequency and individual participants. The trend indicates that deductions for infringements, particularly late submissions of assignments, peak before

and after the year-end holiday break and just prior to graduation (see the graph illustrated in Figure 10).

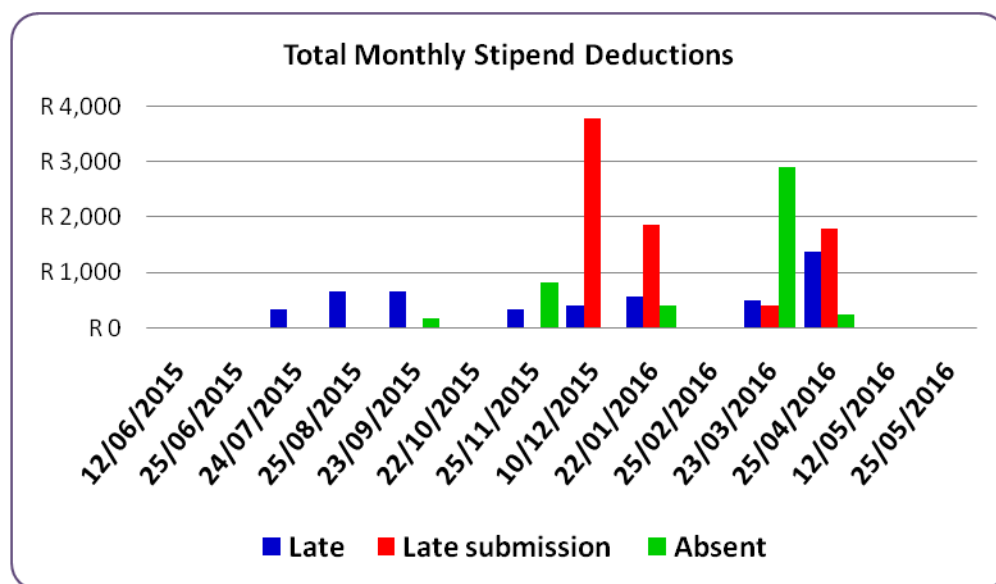


Figure 10. Graph depicting the total monthly stipend deductions for latecoming, late submissions of assignments and absenteeism

Medium term outcomes

Q11: Were 80% of the participants from the 2015/2016 cohort employed within six months of graduation?

Only data for the first three months post-graduation was available at the time of this evaluation. It should be noted that this data was collected by the programme. The data collection method is not known to the evaluator. As per the email sent by the Programme Director on 08 September 2016, 22 of the 30 graduands were employed by August 2016. The type and nature of employment was not specified. Assuming that this data is valid, a 73.3% three months post-programme employment rate is commendable.

Chapter 5: Recommendations and limitations

The improvement of entry-level skills for the wine industry is a primary outcome of the VYD programme. Due to the retrospective nature of the evaluation, the evaluation cohort and the individuals who had delivered the curriculum content had already exited the programme at the data collection stage. Consequently, the ability to explore the quality of delivery via the voice of the beneficiaries was limited to the existing programme records. It is therefore recommended that these activities form part of any future evaluations of the programme in the form of an interview questionnaire.

The VYD evaluation was framed around eleven evaluation questions. Only two of these questions could be addressed with a reasonable degree of confidence. The implementation and outcomes evaluations were compromised by the data deficiencies outlined in the previous Results and discussion chapter. By developing and standardising the data collection protocols, the programme could improve its capacity to sustain the programme. The first recommendation proposed in this chapter addresses the deficiencies in the data collection and monitoring system.

The second recommendation proposed relates to the assessment of the plausibility of the Logic Model. Two limitations have to be acknowledged: (a) no objective measures were used to validate the mechanisms that enable behavioural intention (b) there was an over-reliance on four case studies due a lack of South African guidelines for similar workplace skills programmes. To overcome these limitations and assess the causal linkages embedded in VYD programme Logic model, one could use the approach proposed by Ajzen (2011) by administering a TPB questionnaire that traces the three antecedents to behavioural intent. According to Ajzen (2011), the effectiveness of the behavioural change intervention can be inferred in this manner. The second recommendation proposed in this chapter highlights the value of adopting the TPB approach (Ajzen, 2011).

Recommendation 1: Programme monitoring

The implementation and outcomes evaluations were compromised by the data deficiencies. The evaluator made multiple attempts to clarify and clean up the datasets supplied by the programme and attempted to circumvent the deficiencies in the data by using proxy indicators. In most cases, this was futile exercise as the programme's monitoring system as a whole was poorly maintained. The lack of a robust standardised data collection, storage and retrieval system not only compromised the reliability of the data analysis for this evaluation. A summary of the data deficiencies identified when addressing each evaluation question are presented in Table 10 and Table 11.

Table 10

Implementation evaluation data deficiencies

Evaluation question	Data deficiencies experienced
Q3	Nine of the eleven selection criteria could not be assessed as the relevant records were not easily retrievable. The pencil-and-paper records are unsuitable for an assessment related to whether or not the programme is reaching the appropriate target population.
Q4	The format of the curriculum schedule is captured on a mix of Word and Excel documents which increases the time taken to analyse the various modules and may introduce processing errors due to double handling of the information. In addition, no evidence was available that the contents of the various modules contained in the consolidated curriculum had been subjected to a review in the two year period leading to the 2015/2016 programme - this is not good management practice.
Q5	Participant attendance records are not captured systematically and the actual implementation of the contact sessions are not monitored by the programme. The lack of records impacts directly on the ability to assess whether or not the programme dosage aligns to the planned programme arrangements.
Q6	Participant attendance is not systematically captured and includes systemic incidents of missing data. In addition, the data does not specify the days of absence – only the weekly aggregated number of sessions attended by each participant. The inaccuracy of the attendance records does not allow for a determination as to whether or not coverage requirements have been met.

Table 11

Outcomes evaluations data deficiencies

Outcomes evaluation question	Data deficiencies experienced
Q7	Nine of the twelve technical knowledge modules have quantifiable records. The records for the remaining three modules were problematic due to ambiguous units of measurement, passing grade data for 50% of the cohort with no details for the balance of participants, and uncertainty related to the application of the programme standard for rewrite protocols. These data inconsistencies does not allow for a determination as to whether or not all participants have acquired the expected level of technical knowledge.
Q8	The qualitative pencil-and-paper records related to personal growth are not systematically maintained by the programme nor captured in a form that allowed for meaningful analysis. Deficiencies in the programme's data management and storage system compromised the evaluator's ability to address whether or not participants experienced improved personal growth.
Q9	This evaluation question related to participant's acquisition of practical workplace skills could not be addressed due to the same deficiencies discussed under Q8.
Q10	The programme recognises specific indicators related to workplace infringements and uses punitive sanctions (deductions from the monthly stipend) as proxy indicators for assessing appropriate workplace behaviours. The records are in aggregate format and the contribution of each of the infringements to the outcome has not been quantified. The records preclude an evaluatory judgement related to the demonstration of appropriate workplace behaviours.
Q11	The data collection method employed by the programme related to post-programme employment statistics is not defined and the type and nature of employment was not specified. This introduced an element of doubt into the validity of the data gathering protocols.

It is recommended that the VYD programme systematically collects credible evidence to assess the fidelity of programme implementation and whether or not expected outcomes have been achieved (Rossi et al., 2004). The evaluator recommends that a

coordinated approach be adopted in order to develop a reliable data collection system. To decrease the problems experienced with locating records, there must a system in place to facilitate the easy retrieval of programme records. Data collection must align with the implementation of the different programme activities (Rossi et al., 2004) and retrospective data gathering and capturing should be avoided. Regular data collection and analysis would also allow programme staff to detect problems early and take corrective actions accordingly (Rossi et al., 2004)

As a starting point, it is recommended that the programme identifies a set of programme indicators that could be used to measure the success of the programme in terms of its mandate (Rossi et al., 2004). The evaluator proposes that the VYD Logic Model could be used as a tool to guide this decision. The monitoring system should, as a minimum, prescribe the collection of the following data that have been found to be deficient during the evaluation:

- Participant profile in line with the selection criteria
- Participant attendance records traceable to each programme module (incidences of late coming must be recorded as it affects dosage received). Attendance records for practical work placements and off-site development modules should also be maintained.
- Records of the content delivery and specification of which modules are accredited on the National Qualifications Framework.
- Accurate summative technical assessment results and an unambiguous specification of pass/fail criteria.
- Formalised practical work placement assessments that include a *competent/not yet competent* assessment indicator.
- Quantifiable measures of personal development reviews that can be subjected to statistical analysis.
- Deviation record that specifies the frequency and nature of any workplace behaviour infringement

It is further recommended by the evaluator that standardised monitoring templates be developed to assist with the input of monitoring data to alleviate the problems experienced with missing data. Figure 11 presents a standard template that can be used for capturing participant attendance. It is recommended that this data is captured

on a daily basis in the centralised monitoring system to address the issue of missing records and isolate participants who are at risk of developing inappropriate workplace behaviours.

Module:			
Training Provider		Signature : _____	
Date :	_____ / _____ / _____		
Start Time:	_____	End Time:	_____
	Learner's Name	Signature	Comments
1			
2			
3			
4			

Figure 11: Example of an attendance register template

To improve the location and storage of the programme data, to avoid the challenges of data gaps that were experienced during the evaluation, the evaluator recommends that the following decisions are taken internally: the frequencies of the data collection, the assigned individual who will collect and compile the data, how the data will be stored, and who will be granted access to the data.

The benefits of strengthening the data collection and monitoring system include: earlier detection of programme areas of improvement and timely analysis of programme performance (Rossi et al. 2004) as well as improved evidence-based decision-making (Rousseau and Barends, 2011). An example of a monitoring framework is presented in Table 12 to assist programme staff.

Table 12

Example of a typical monitoring framework

	Indicator	Definition (how calculated)	Target	Data source (how will it be measured)	Frequency (how often will it be measured)	Responsible (who will measure it)	Reporting (how will it be reported)
Objective	% graduands employed	Number of participants employed divided by the total number of participants multiplied by 100	80%	Cohort survey	Annually - 6 months after graduation	Programme Director	Annual report
Outcome	Personal development	Likert scale analysed on SPSS	Aggregate score calculated as a %	Peer review assessment	Monthly	Student Officer	Monthly report
Output	Attendance	Number of modules attended by each participant	242	Attendance register	Daily	Student Officer	Weekly and monthly reports
Output	Coverage	Number of modules conducted	100	Attendance register	Daily	Training provider	Weekly and monthly reports

Recommendation 2: Programme theory design and the TPB questionnaire

To do justice to an evaluation of the causal linkages embedded in the VYD programme Logic model, it is recommended that the programme develops a TBP questionnaire to measure the changes in behavioural intent that can be attributed to the programme. Such an exercise was beyond the scope of this evaluation. The following process to develop the TPB questionnaire can be followed for each of the expected behavioural change outcomes in line with Fishbein and Ajzen (2010):

- a) Start by explicitly defining the desired behaviour change in terms of its target, action, context, and time elements. For example, appropriate workplace behaviours could be defined as having no workplace infringements that result in stipend deductions for three consecutive months.
- b) Specify the target participants in explicit terms. For example, only individuals who have been selected for the VYD programme would be included in the research population.
- c) Formulate items for direct measurement of attitude, perceived norm, perceived behavioural control, and intention. A seven-point bipolar adjective scale is recommended. Typical examples of items pertinent to the VYD programme are listed below.

Attitude: Instrumental and experiential aspects

Workplace infringements that result in stipend deductions would be

bad : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : good

pleasant : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : unpleasant

Perceived norm: Injunctive and prescriptive aspects

Most people who are important to me do not approve of workplace infringements.

agree : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : disagree

Most people like me have workplace infringements resulting in stipend deductions.

unlikely : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : likely

Perceived behavioural control: Capacity and autonomy aspects

I am confident that I can adhere to appropriate workplace behaviours for the duration of the programme.

true : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : false

Adhering to appropriate workplace behaviours is up to me.

disagree : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : agree

Intention

I intend to adhere to appropriate workplace behaviours for the duration of the programme.

likely : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : unlikely

Past behaviour

In the past three months, I have not had a stipend deduction for a workplace infringement.

false : __1__ : __2__ : __3__ : __4__ : __5__ : __6__ : __7__ : true

- d) Elicit readily accessible behavioural outcomes, normative referents, and control factors by administering a pilot questionnaire to a small sample of programme participants. The participants may be assembled in groups but the elicitation is conducted individually in a free response format. An example of a pilot study is outlined below.

Instructions: Please take a few minutes to tell us what you think about the possibility of arriving late for a class. There are no right or wrong responses; we are merely interested in your personal opinions. In response to the questions below, please list the thoughts that come immediately to mind. Write each thought on a separate line. (Five or six lines are provided for each question.)

Behavioural outcomes

- (1) What do you see as the advantages of adhering to appropriate workplace behaviours?
- (2) What do you see as the disadvantages of adhering to appropriate workplace behaviours?
- (3) What else comes to mind when you think about adhering to appropriate workplace behaviours?

Normative referents

When it comes to your latecoming, there might be individuals or groups who would think you should or should not perform this behaviour.

- (4) Please list the individuals or groups who would approve or think you should adhere to appropriate workplace behaviours.
- (5) Please list the individuals or groups who would disapprove or think you should not adhere to appropriate workplace behaviours.

Control factors

- (6) Please list any factors or circumstances that would make it easy or enable you to adhere to appropriate workplace behaviours.
- (7) Please list any factors or circumstances that would make it difficult or prevent you from adhering to appropriate workplace behaviours.

- e) Conduct a content analysis of the responses to the questions of the pilot study and construct lists of modal salient beliefs pertaining to outcomes, referents, and control factors. Use these lists to construct items for inclusion in the final questionnaire.
- f) The data obtained thusfar is used to select reliable and valid items for use in the final questionnaire. Each set of items should have a high degree of internal consistency and should exhibit discriminant validity. This may result in some items being dropped from each item set.

- g) The final questionnaire should also include measures of background factors that the programme may consider to be important to the behaviour, such as gender or age.
- h) The questionnaire should be administered to a representative sample of the participant population, preferably within a pre-test post-test randomised control experimental design. Application of appropriate statistical analysis techniques could then provide information related to validate (a) the participants that are inclined versus those that are disinclined to perform the expected behaviour, (b) the relative contributions of attitude, subjective norms and behavioural control perceptions to the behavioural intention, and (c) the relative contributions of intentions and perceptions of control on the prediction of behaviour (Ajzen, 2011).

The application of the TPB questionnaire would benefit the programme by identifying the independent variables and quantify the contribution of each of these independent variables to the expected behavioural change. This information could then be used to influence the development of the curriculum by placing emphasis on the critical independent variables that have the greatest influence on the expected outcomes.

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Appendix A: Evaluation letter of consent from the VYD Programme Director

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8 February 2016

TO WHOM IT MAY CONCERN

Thank you very much for your willingness to enable one of our Master's students to work with a programme from your organization. I appreciate your contribution to the education of our students:

The student will need programme information from you and we request that you or a designated person meet with them regularly to provide access to this information. Your cooperation in this regard will ensure that the student meets deadlines and provides you with a high quality evaluation. In order to keep track of the student's interactions with your organization, we request that you copy the supervisor on all correspondence to the student.

Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents or programme recipients. This framework deals with anonymity of data sources, sensitivity when requesting information from people and responsible reporting of results.

We also undertake and ensure you that the student will display professional behaviour at all times while working in your organization or on your programme. At the end of the process, you will receive a useful report which will enable you to make informed decisions regarding your programme.

In order to comply with the rules of the Faculty of Commerce, we request you to sign below to indicate that the student will have access to programme data and records and where applicable, to programme recipients.

Thank you very much.

Yours sincerely

signature removed

PROF J LOUW-POTGIETER

CONVENER: MPHIL PROGRAMME EVALUATION

AGREEMENT TO ACCESS PROGRAMME RECORDS AND/OR RECIPIENTS:

[Redacted signature]

AUTHORISED PERSON

[Redacted signature]

ORGANISATION

23/02/2016
DATE

Appendix B: Semi-structured interview schedule

1. Opening the discussion

- 1.1. Reiterate that the data from the interview will be treated in a confidential manner.
- 1.2. Outline the evaluation and clarify roles.
- 1.3. Discuss the evaluation and clarify their expectations.
- 1.4. Invite and answer any questions not dealt with as yet.

2. Programme design information

- 2.1. What the goals and objectives of the Vocational Youth Development programme?
 - 2.1.1. Are these goals & objectives formally documented?
 - 2.1.2. If so, let's discuss the document.
- 2.2. What are the main challenges that the programme addresses?
 - 2.2.1. Let's explore these in greater detail.
- 2.3. Is the logic framework for the programme documented? (If so, let's discuss.)
 - 2.3.1. When was it developed?
 - 2.3.2. Has it been changed? If so, why and when?
- 2.4. How is the curriculum modules structured?
 - 2.4.1. Are the curriculum documents available for review?

3. Implementation and delivery

- 3.1. What the eligibility criteria of the beneficiaries?
 - 3.1.1. Are these documented?
 - 3.1.2. How is the selection process conducted?
- 3.2. Can you describe step-by-step what happens during the development programme?

3.2.1. In your opinion, what are the key aspects of the curriculum?

3.2.2. What are the main challenges to the implementation of the programme?

3.3. What are the infrastructure requirements for the programme activities?

3.3.1. Are there any infrastructure constraints?

3.3.2. How is funding sourced?

3.4. How are programme expectations communicated to the beneficiaries?

3.4.1. What are the programme's expectations of the programme of the participants?

3.4.2. What happens if they do not comply with or meet these expectations?

3.4.3. What system is deployed to monitor their performance and/or behaviours?

4. Monitoring and records

4.1. What are the programme's performance indicators?

4.1.1. What monitoring records are available?

4.2. Is the performance of the curriculum providers monitored?

4.2.1. Are these records/summaries available for review?

5. Closing

5.1. Summarise the key points.

5.2. Check if there is anything else that hasn't been covered; particularly other suggestions for further avenues of exploration.

5.3. Agree on the next steps and set a timeline for future activities.

Appendix C: 2015/2016 Curriculum Schedule

Legend	Personal development skills	Sales, Marketing and Tourism modules	Wine industry technical modules	Practical work placements	Holiday / Leave / Campus closed
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First Quarter

Month	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Weekend
Jun	1	Storytelling	Orientation	Orientation	Learning styles	Learning styles	
Jun	2	Research methods, Teamwork	Industry research	Industry research	Industry overview	Wine farm visit	
Jun	3	Academy closed	Public holiday	Presentation skills	Presentation skills	Presentation skills	
Jun	4	Industry panel presentation	Conflict management	Coaching and communication	Computer training	Family commitment day	
Jul	5	Vineyard production	Vineyard production	Vineyard production	Vineyard production	Vineyard production	
Jul	6	Vineyard production	Vineyard production	Vineyard production	Vineyard production	Vineyard production	
Jul	7	Coaching / Learning / Computers	Business Etiquette	Personal branding	Health and safety	Intro to placement farms / Wine Tasting	
Jul	8	Vineyard production placements	Vineyard production placements	Vineyard production placements	Vineyard production placements	Vineyard production placements	
Jul	9	Debrief/ Assertiveness / conflict manage/ Boundaries	Debrief/ Assertiveness / conflict manage/ Boundaries	Goalsetting / Critical conversations	Overview of wines of the world and services	Coaching / Learning / Computers	Cape Point Tour
Aug	10	Vineyard Production	Vineyard Production	Vineyard Production	Vineyard Production	Vineyard Production	
Aug	11	Public holiday	Learning / Coaching / Computer	Service & Sales	Service & Sales	Sexual Health & Responsible Drinking	
Aug	12	Diversity	Diversity	Diversity	Critical thinking	De Bono hats	
Aug	13	Winemaking	Winemaking	Winemaking	Winemaking	Winemaking	

Legend

Personal development skills	Sales, Marketing and Tourism modules	Wine industry technical modules	Practical work placements	Holiday / Leave / Campus closed
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Second Quarter

Month	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Weekend
Sept	14	Coaching & Warwick in Africa	Service / Wine & Spirit	Service / Wine & Spirit	Service / Wine & Spirit	Service / Wine & Spirit	
Sept	15	Winemaking	Winemaking	Winemaking	Winemaking	Winemaking	
Sept	16	Marketing & Coaching	Marketing & Coaching	Marketing & Coaching	Marketing & Coaching	Marketing & Coaching	
Sept	17	Tourism	Tourism	Tourism	Public Holiday	Personal development	
Sept	18	Tourism	Tourism	Learning & Coaching	Women & Men's Camp	Women & Men's Camp	Men's Camp
Oct	19	Debrief Camp	Hospitality Private Hotel	Hospitality Private Hotel	Hospitality Private Hotel	Hospitality Private Hotel	VYD Day Event
Oct	20	Hospitality Private Hotel	Hospitality Private Hotel	Hospitality Private Hotel	Hospitality Private Hotel	Hospitality Private Hotel	
Oct	21	Debrief	Rewrites & Performance Reviews	Rewrites & Performance Reviews	Performance Reviews	Performance Reviews	
Oct	22	Vineyard Production	Vineyard Production	Event	Vineyard Production	Placement Prep & Farm Visit	
Nov	23	Learning & Coaching	Winemaking	Winemaking	Winemaking	Winemaking	
Nov	24	Work placement	Work placement	Work placement	Work placement	Work placement	Work placement
Nov	25	Work placement	Work placement	Work placement	Work placement	Work placement	Work placement
Nov	26	Work placement	Work placement	Work placement	Work placement	Work placement	Work placement

Legend

Personal development skills	Sales, Marketing and Tourism modules	Wine industry technical modules	Practical work placements	Holiday / Leave / Campus closed
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Third Quarter

Month	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Weekend
Dec	27	Work placement	Work placement	Work placement	Work placement	Work placement	Work placement
Dec	28	Debrief work session	Community Project	Community Project	Community Project	Close for leave	
Dec	29	Annual Leave	Annual Leave	Annual Leave	Annual Leave	Annual Leave	
Dec	30	Annual Leave	Annual Leave	Annual Leave	Annual Leave	Annual Leave	
Dec	31	Annual Leave	Annual Leave	Annual Leave	Annual Leave	Annual Leave	
Jan	32	Annual Leave	Annual Leave	Annual Leave	Annual Leave	Annual Leave	
Jan	33	Check in	Learning & Coaching	Vineyard Production	Vineyard Production	Vineyard Production	
Jan	34	Winemaking	Winemaking	Winemaking	Winemaking	Winemaking	
Jan	35	Forklift	Forklift	Forklift	Forklift	Forklift	
Feb	36	Winemaking	Winemaking	Winemaking	Winemaking	Winemaking	
Feb	37	Performance Review	Performance Review	Performance Review	Performance Review	Performance Review	
Feb	38	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement
Feb	39	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement

Legend	Personal development skills	Sales, Marketing and Tourism modules	Wine industry technical modules	Practical work placements	Holiday / Leave / Campus closed
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Fourth Quarter

Month	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Weekend
Mar	40	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement
Mar	41	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement	Harvest Placement
Mar	42	Learning & Coaching	Presentations & Questions / Achieving Goals	Presentations & Questions / Achieving Goals	Crystallize Talent	Presentation: Where do I see myself in wine industry / Team Building	
Mar	43	Public Holiday	WSET	CV Writing / Interview Skills	CV Writing / Interview Skills	Public Holiday	
Mar	44	Public Holiday	Winemaking	Winemaking	Winemaking	Winemaking	
Apr	45	WSET	WSET			Theory of Market Research	
Apr	46	WSET	WSET				
Apr	47	Learning & Coaching	USIKO Camp	USIKO Camp	USIKO Camp	WSET Exam	
Apr	48	Integration	Integration	Public Holiday	Do Market Research	Do Market Research	
May	49	Public Holiday	Learning & Coaching	Event Prep	Event Prep	Industry Event	
May	50	Performance Review & Exit Interviews & Job Search	Performance Review & Exit Interviews & Job Search	Performance Review & Exit Interviews & Job Search	Performance Review & Exit Interviews & Job Search	Performance Review & Exit Interviews & Job Search	
May	51	Prep Graduation	Prep Graduation	Prep Graduation	Prep Graduation	Graduation	
May	52	Handover					

11. Baskley, R. G. *Forest Management*. 1948. Harper, 720 pp.
 Tel: +1 (616) 444-1111; www.forest.mcgraw-hill.com



September 2015

Instructions: Please rate YOURSELF & YOUR TEAM MEMBERS using the provided table. Please fill in the table below honestly, and as accurately as possible. Please use the following rating scale: 0 - NEVER; 1 - SOMETIMES; 2 - SOMETIMES; 3 - USUALLY; 4 - ALWAYS

SOME TIMES; 3- USUALLY; 4- ALWAYS						
	Team Member Names					
Commitment	Regularly sits with the group	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Demonstrates commitment to the group by participating in all group activities	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Strives to make the group successful by following up on ideas and suggestions	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Contributions	Offers helpful ideas or suggestions that contribute to problem-solving	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Contributes in writing the group presentations	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Time Management	Introduces suggestions & ideas that are relevant to the group	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Balances the need for task accomplishment with the needs of the individuals in the group	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Completes assigned work in a timely and acceptable manner	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Group Effectiveness	Monitors the team's progress and works to make the team more effective	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Leadership	Resolves team "conflict" through open discussion & compromise	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Listens actively & shows understanding by paraphrasing or by acknowledging & building on other's ideas	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Shows respect to all group members and gives recognition & encouragement	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Is confident and confident when exercising leadership duties while the group	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	Encourages that all members of the team are involved in decision making	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

NPG Registration number: 201212285458 SPQ number: 127-089 PBO number: 330642391 DBSDB: Level 4 certified
Directors: Cole J. Bost (Chairman), Chris Almeida, Jilly Bost, Neil Blyss, Peter Cropper, Noelle Hingewara, Mike Norris, Thembisa Sidiki
Kofane, Anthonique Erasmus-Diamond of Tula, Jani Isakson-Costello, Carme Linda Cobbe DRE, Heleen M. de Boer, Kevin Thomas of Winchester
Advisory Board: Peter Adams, Nabile Bile, Cathy MacFarlane, Gerard Miller, Mylene Moko, Mylene Ranaivosoa, Thembisa Sidiki

Appendix E: Example of quarterly performance assessment (Student)



**Pinotage Youth
Development Academy**

Student Performance Feedback-Quarterly Review

Name: [REDACTED] S.Hat.

Date: 28/09/2015

Deliverable	Specific Examples and comments
Technical Skill Progress How are you doing in your studies? E.g. Failing, passing	I am managing and passing most of the subjects. there are some things that are hard but I am coping and giving my best even though I don't like getting bad feedback.
Personal Development Skills Progress How are you doing things differently at home, class?	I am more calm and respectful doing some chores and helping out at the house with things to be done at home. I get more respect and so respect to others.
Work placement feedback What can they say about you?	it was great and also tired. Hard work and was a bit of a challenge to make friends or just start a conversation with the people I worked with.
Growth or development areas What do you still need?	Personal development - App management - Self confidence in speaking in public

Other issues/comments:

mom that does not make sense or give me stress


all about and worried about me helping very much.

Next Steps:

Find my key values and know the child in me when he screams. more self development and physical tests.

APC Registration number: 5012751030420 NPO number: 127-285 PBO number: 930642991 RARPP Level 4 certified
 Directors: David Seal (Chairman), Chris Ahrens, Jilly Seal, Maria Dyala, Peter Cropper, Morde Hengeman, Nindi Muro, Thembalele Seale
 Patron: Archbishop Desmond Tutu, Jan Skene, Cuthbert, Olanu, John Dlamini, Graham Dlamini, Graham Thomas of Winchester
 Advisory Board: Peter Adams, Nandi Dyala, Cathy Steyn, Gert Maritz, Mervyn Mole, Jeremy Rengula, Thembalele Seale

Appendix F: Example of quarterly performance assessment (Programme Director)



**Pinotage Youth
Development Academy**

Student Performance Feedback-Quarterly Review

Name: [REDACTED]

Date: 27/07/2015

Deliverable	Specific Examples and comments
Technical Skill Progress How are you doing in your studies? E.g. Filling, peening	Maths OK — must work hard. Passing must — miking hard — coping & giving best. Don't want to hear it
Personal Development Skills Progress How are you doing things differently at home, class?	Spirit! Open, not pulling down → resilient Helpful — embraced Academy & people Wants it to move — Team @ — more calm straightforward — respect at home
Work placement feedback What can they say about you?	Noble Hill — form? Good example of you! Learn / not clutter! Feeding course — Great + Diving Life nature
Growth or development areas What do you still need?	Conflict? chooses not to be here Take opportunity to deal with things when it comes! → only needs from PNT → more calm → talking in hand → anger management → role model → self-confidence in speaking

Other issues/comments:

Where is in career?
 ↓ You're — winning
 study

Next Steps:
 finding keys → going cheap!
 ↓ like actor's 'love'

Team: one 2.8 → listens actively

Registration number: 001210286598 MPD number: 127-085 PRD number: 803600901 000000: Level 4 certified
 staff: David Goss (Chairman), Chris Atkinson, Jill Goss, Niall Doyle, Peter Cropper, Nando Marquardt, Niall Munro, Thembisa Sibi
 an: Anthea Dlamini, Doreen Dlamini, Joleen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini
 any Ward: Niall Atkinson, Niall Doyle, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini, Doreen Dlamini

Appendix G: Example of a job placement feedback report



 PINOTAGE YOUTH DEVELOPMENT ACADEMY
 CONFIDENTIAL
 FEEDBACK ON STUDENTS 20th TO 24th July 2015

We would be most grateful if you could provide some feedback on the students placed on your farm from 20th till 24th July. Please circle your assessment from poor to very good.

STUDENTS NAME: [REDACTED]

1. Did the student demonstrate an understanding of the basic structure of the grapevine?
 Poor 1 2 3 4 5 Very Good

2. Did the student demonstrate an understanding of the basic principles of pruning, i.e. be able to identify bearing wood, water shoots etc?
 Poor 1 2 3 4 5 Very Good

3. Was the student able to spur prune a grape vine?
 Poor 1 2 3 4 5 Very Good

4. Was the student able to demonstrate a basic understanding of trellising a why the grapevine is trellised?
 Poor 1 2 3 4 5 Very Good

5. Was the student keen to ask questions and show an interest in any tasks he was given?
 Poor 1 2 3 4 5 Very Good

6. General comment on the student Enthusiasm, Understanding etc.;
 [REDACTED] IS VERY KEEN TO LEARN ABOUT THE VINE & HOW WORKING PRUNING

Number of days late NOTHING
 Number of days absent 1

Signature [REDACTED] Date 20.7.24

HPT Registration number: 2015H6664N; NPO number: 127-096; PRD number: 103N0001; BBOEE Level 4 certified
 Directors: David Dool (Chairman), Chris Ahrens, Jole Rood, Ntshali Bhebe, Peter Erasmus, Ntshali Mungwana, Ntshali Muro, Thembisa Sidedi
 Patron: Archbishop Desmond Tutu, Jole Rood, Ntshali Bhebe, Peter Erasmus, Ntshali Mungwana, Ntshali Muro, Thembisa Sidedi
 Advisory Board: Ntshali Bhebe, Ntshali Mungwana, Ntshali Muro, Thembisa Sidedi, Ntshali Bhebe, Ntshali Mungwana, Ntshali Muro, Thembisa Sidedi